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ABSTRACT

The San Diego City Schools system has set as one of its highest priorities the improvement of reading achievement throughout the district. This report was produced to profile, using a variety of indicators, the schools with the highest reading achievement. The study of reading achievement included two components, a teacher survey and reading achievement indicators. Teachers selected to respond to the survey taught at schools that ranked among the top schools for California Learning Assessment System rankings for reading (12 elementary, 8 middle and junior high, and 5 senior high schools). Reading achievement indicators considered were: (1) achievement compared to statewide comparison groups; (2) school rank in the city school system; (3) achievement of Hispanic students; and (4) achievement of African American students. Results were compared with the 1993 survey. There were few marked differences. For the language arts program and classroom practice, teachers reported higher agreement than in 1993 that they were implementing best practices and using them routinely. Teachers at the schools identified for high achievement in reading, in general, hold beliefs that are reflective of what one would expect from a model language arts program. The majority report that they hold the same learning expectations for all the city's students. Two appendixes present the teacher survey and the reading indicators for the chosen schools. (Contains 6 figures and 21 tables.) (SLD)

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SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division

ED 408 375

HIGH ACHIEVEMENT IN READING IN SAN DIEGO CITY SCHOOLS

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March 12, 1996

ASSESSMENT, RESEARCH, AND REPORTING TEAM REPORT

UD 031 714

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HIGH ACHIEVEMENT IN READING
IN SAN DIEGO CITY SCHOOLS

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March 12, 1996

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SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Assessment, Research, and Reporting Team

HIGH ACHIEVEMENT IN READING IN SAN DIEGO CITY SCHOOLS

March 12, 1996

Executive Summary

ISSUE/CONCERN

San Diego City Schools (SDCS) has set as one of its highest priorities the improvement of reading achievement throughout the district. This report was requested to profile, using a variety of indicators, those schools which have had the highest reading achievement.

BACKGROUND

San Diego City Schools began a renewed focus on reading achievement during the 1992-93 school year, as exemplified by Expectation 3 of the 16 Expectations identified by the superintendent. Concurrently, the new state administered California Learning Assessment System (CLAS) was implemented. In the spring of 1995, Superintendent Dr. Bertha Pendleton co-chaired a statewide task force charged with developing a set of recommendations for both immediate and long-term action to improve student achievement in reading.

Although the CLAS was not reauthorized by the California governor following two years of implementation, the rationale and structure of the CLAS have not been abandoned. SDCS continues to develop and use performance-based assessment instruments in concert with traditional norm-referenced tests. Given the lack of direction from the State, the Board of Education of SDCS adopted, on September 12, 1995, a proposal for a district assessment program which will use both performance-based and norm-referenced assessment instruments.

PUBLIC SUPPORT AND ENGAGEMENT

All testing results have been shared with parents via the schools and with the general public via broadcast and print media. Additionally, district achievement scores and the involvement of the superintendent on the California Reading Task Force have been documented in the media. Such attention provided more visibility to the issue of reading achievement and, in many cases, indirectly engaged the public. Direct input was also possible via the public hearings held by the state task force.

METHODOLOGY

This study included two components: (1) teacher survey; and (2) reading achievement indicators. The teachers selected to respond to the survey taught at schools that ranked in the top three (top six for elementary) according to California Learning Assessment System

(CLAS) performance in reading. Rankings were based on percentages of students achieving at Level 4 or higher compared to statewide comparison groups.

Reading Achievement indicators are presented for schools ranked in the top three for any of four CLAS indicators: (1) achievement compared to statewide comparison groups; (2) school rank in SDCS; (3) achievement of Hispanic students; and (4) achievement of African American students. Results from CLAS and ASAT tests and school grades are shown.

The schools selected for this study included:

Elementary		Middle/Junior High	Senior High
Clay	Mason	Challenger	Gompers
Florence	Spreckels	Correia	La Jolla
Grant	Sunset View	Deportola	Mira Mesa
Jerabek	Tierrasanta	Mann	Point Loma
Juarez	Torrey Pines	Muirlands	San Diego SCPA
Longfellow	Webster	San Diego SCPA	
		Taft	
		Wilson	

SUMMARY OF FINDINGS

From the survey, a majority of teachers agreed or strongly agreed with the belief that:

- the same content should be taught to all students
- the same learning expectations should be held for all students (42% disagreed with this premise)
- instruction should require all students to study literary works in depth
- extended works should be read as supplements to class work
- a variety of cultural perspectives should be presented
- instruction best occurs within the context of whole works of literature
- students should regularly experience the recursive stages of the writing process
- student writing should have variety of audience and purpose as tested by performance assessments
- students need opportunities to develop oral language through a variety of means
- students need opportunities to answer open-ended questions
- teachers should model strategies for comprehension and composing
- heterogeneous ability groups should be used as a part of a variety of grouping strategies
- the district language arts program is not aligned with their preferred teaching goals
- they are not seeing many positive outcomes for their students as a result of the district program

A majority of teachers indicated that routinely or often:

- they presented the same curriculum to all students and that all students used the same core materials
- the vocabulary studied came from the literature students read
- phonics and cueing systems were taught within the context of reading and writing
- they taught grammar through direct instruction
- conventions of English were taught in the context of students' own writing

- students received instruction in all the language arts — listening, speaking, reading, and writing — and this occurred through the study of core works
- themes were used to integrate language arts
- students write for various audiences and purposes
- students use the writing process
- they model strategies for composing and comprehending
- students were given the chance to negotiate meaning from works by answering open-end questions
- students learned by contributing in groups in which a variety of grouping strategies was used
- they used reading materials representing a variety of genres, levels of difficulty, topics, and cultures
- they set a purpose before reading
- students explored works in depth
- students wrote about or discussed the critical issues of literary works
- at the elementary level, they used materials such as Reader's Corner, core literature sets from IMC, the current district spelling program, whole works of literature, Writer's Corner, Activity Book, class set from the Readers' Library titles, and teachers' guides accompanying core literature sets
- at the secondary level, they used core literature sets, whole works of literature, and a teacher-created vocabulary program
- they were using performance-based assessments but their level of knowledge of the assessments was not as high as their level of implementation
- they use holistic scoring of student writing, portfolios, observable behaviors, district guidelines for report card ratings, and informal observations

A majority of teachers agreed that:

- their sites continue to strive for full implementation of the district English/language arts program
- at their sites, there were instructional leaders knowledgeable about the district program
- there was direction from site administrators for site level inservices, purchase of literature sets, and grade level meetings
- there was not direction for classroom observations or peer coaching
- there was greatest interest in staff development opportunities based on language arts research and strategies
- they attended and rated as "very important" staff development activities such as collaboration with fellow teachers and conferences

Comparison With 1993 Survey Results

In most instances, there were not marked differences in 1995 teacher responses compared to the responses from 1993. For the language arts program and classroom practice, teachers reported higher agreement that they were implementing what might be termed "best practices" and that they were more routinely using these practices. In general, the higher percentages of agreement and routine use ranged from 10% to 15%. The only area of classroom practice for which fewer teachers in 1995 (10%) reported routine use was for temporary pull-out groups.

Fewer teachers in 1995 agreed that there was language arts instructional support at their sites. In most cases, about 15% to 20% fewer teachers agreed that there was continued support for the district program or that there was site level direction for activities in support of the language arts program.

For instructional materials, more elementary teachers in 1995 reported routine use of many of the available resources and decreased use of two. Two materials noted for higher routine use were "Class set from the Readers' Library titles" and the "current district spelling program" at 19% and 25% respectively. A relatively higher percentage of teachers (25%) in 1995 also rated the Readers' Library titles as very effective.

Teachers in 1995 reported less familiarity with language arts, performance-based assessment formats and less agreement that the district report card is aligned with the district language arts curriculum. Despite less familiarity with performance-based assessments, 12% more teachers agreed that they felt prepared to administer performance-based assessments. Fewer teachers, ranging in percentage from 10% to 25%, reported routine use of six assessment types, many of which are part of performance-based assessment.

No clear patterns emerged regarding participation in staff development opportunities; however, lower percentages of teachers in 1995 expressed interest in staff development opportunities for teaching students with special needs or incorporating instructional activities aligned with performance-based assessment in language arts.

CONCLUSIONS

1. Teachers at the schools identified for high achievement in reading, in general, hold beliefs that are reflective of what one might expect in a model language arts program. They expressed strong agreement with using many practices such as studying literary works in depth, instructing within the context of whole works of literature, requiring students to regularly experience the recursive stages of the writing process, and providing opportunities for students to answer open-ended questions.

2. A slight majority of teachers agreed that they hold the same learning expectations for all students, and a minority agreed that the district language arts program was aligned with their preferred teaching goals or that they were seeing many positive outcomes for their students as a result of the district program. These three results warrant attention to determine the reasons and then implementation of a plan of corrective action.

3. No one teaching strategy appears to be critically decisive in achieving the reading results which were responsible for inclusion of the selected schools. It may be that the combined utilization of a number of strategies on a routine basis is primarily responsible for the high reading achievement. Additional support for this conclusion arises from the fact that the teachers surveyed for this study, compared to those who responded to the 1993 Language Arts Evaluation, indicated a higher level of agreement that they routinely used a number of language arts instructional strategies that may be termed "best practices."

4. Teachers need more training and knowledge in the use of performance-based assessment formats. They expressed a higher level of implementation compared to their level of preparedness to implement the assessments. Compared to 1993 teachers, teachers at the schools with high achievement in reading expressed lower interest in staff development opportunities aligned with performance-based assessment in language arts. It may be that the absence of direction around performance-based assessment at the state level has decreased the desire of teachers to participate in related staff development.

5. There were some areas in which teachers agreed there was good site support for the language arts program, but additional support should be provided to enhance opportunities for classroom observations and peer coaching.

RECOMMENDATIONS

1. Encourage instructional leaders (e.g. principals) to determine how closely teachers' instructional practices are aligned with the district program, and then take appropriate steps to correct any misalignments.

   Rationale. Fewer than one-half of survey respondents reported alignment on this critical issue. The challenge, then, is to bring both teacher and district goals and instructional practices into alignment after defining and/or articulating those deemed appropriate. Positive outcomes for students are more likely to occur if all district teaching staff and the district are working together to improve reading achievement.

2. Encourage the district's instructional leadership to address the teachers (42%) who hold differential expectations for some students or groups of students.

   Rationale. Just over one-half of teachers agreed that they hold the same learning expectations for all students. For the others, it should be determined which factors (e.g. the district's full inclusion policy, classroom configuration, interpretation of "same learning expectations," etc.) influenced responses to this question. The direction of the inconsistent expectations could be harmful to particular groups of students. For example, different teacher expectations may have implications for those with learning disabilities, those with special education status, or those in African American or Hispanic ethnic groups.

3. Offer language arts assessment inservice opportunities to increase teacher knowledge of performance-based assessment strategies.

   Rationale. Teachers reported relatively high implementation of performance-based assessment strategies but somewhat lower percentages of familiarity with and preparedness for their implementation. It may be this lack of knowledge and preparedness that resulted in a lower percentage of teachers — compared to the percentage implementing performance-based assessments — that indicated they were teaching students how to perform tasks used in performance-based, integrated language arts assessments.

4. Provide incentive or compensation that allows or requires teachers to participate in appropriate language arts staff development opportunities aimed at improving students' reading achievement.

   Rationale. Teachers reported rather low participation in many staff development activities other than conferences and collaboration with fellow teachers. Full participation by all teachers in appropriate staff development activities offers more promise of increasing reading achievement.

5. Investigate offering courses through the district Discover classes that address instructional practices for language arts instruction, or develop a strategy to influence the course content and instruction of teacher preparation institutions.

   Rationale. Teachers indicated a lack of participation in many applicable staff development opportunities, and those in which they participated, in most cases, received low ratings for being important in influencing language arts instruction.

6. Teachers should use a variety of grouping strategies for language arts instruction, and the district should support teachers in acquiring skills to effectively use these different grouping strategies.

   Rationale. Teachers reported using, for different purposes, whole-class groups at times and pairs or other smaller groupings at other times. The smaller groupings replicate the structure used for most performance assessments, and experience in this structure should translate into better performance when performance-based assessments are administered.

7. Disseminate the findings of this report so that other school staffs, after reflecting on their own language arts instructional practices, can consider modifying their practices or adopt new strategies not previously used.

   Rationale. The instructional practices teachers involved in this study reported they were using preceded the CLAS testing and subsequent results on which schools for this study were selected. Therefore, these instructional strategies were likely, at least in part, responsible for the high CLAS achievement relative to statewide comparison groups.

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Assessment, Research, and Reporting Team

HIGH ACHIEVEMENT IN READING IN SAN DIEGO CITY SCHOOLS

March 12, 1996

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BACKGROUND

San Diego City Schools began a renewed focus on reading achievement during the 1992-93 school year, as exemplified by Expectation 3 of the 16 Expectations identified by the superintendent. Concurrently, the new state administered California Learning Assessment System (CLAS) was implemented. Recently, in the spring of 1995, Superintendent Dr. Bertha Pendleton was appointed to co-chair a statewide task force charged with developing "a set of recommendations for both immediate and long-term action to improve student achievement so that 'every student might leave the third grade no longer learning to read, but reading to learn.'"[1] The recommendations of the task force parallel very closely the goals of SDCS.

Although the CLAS was not reauthorized by the California governor following two years of implementation, the rationale and structure of the CLAS have not been abandoned. SDCS continues to develop and use performance-based assessment instruments in concert with traditional norm-referenced tests. Given the lack of direction from the State, the Board of Education of SDCS adopted, on September 12, 1995, a proposal for a district assessment program which will use both performance-based and norm-referenced assessment instruments.

PUBLIC SUPPORT AND ENGAGEMENT

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[1] "Every Child a Reader." The Report of the California Reading Task Force. California Department of Education. 1995

METHODOLOGY

Evaluation Questions

Evaluation questions which guided this study included:

1. Which schools, using a variety of measurement instruments, have had the highest achievement in reading?
2. What are the learning resources, instructional strategies, and assessment techniques used by schools which perform well in reading on the CLAS assessment?
3. What is the resulting profile when results from high achieving schools in reading are disaggregated by ethnicity?

Design Of The Study

The study was designed to include two components: (1) a survey of teachers at high achieving schools; and (2) an analysis of student reading achievement indicators. Schools selected for the survey component of the study were those that performed well, relative to their statewide comparison groups, on the English/Language Arts CLAS test. Comparison groups were established by the state whereby schools were grouped with about 20 other schools having students with similar socio-economic backgrounds. The top three schools at each level (elementary, middle, and high school) were selected based on district rankings of percentages of students at or above performance Level 4 on the CLAS test.

In addition to teacher survey responses, a profile of school-wide reading results on the Abbreviated Stanford Achievement Test (ASAT), the CLAS test, and school grades of the high achieving schools was also included. Those schools selected for the survey were included for the data profile, as well as the three schools that had the highest rankings for achievement by each of Hispanic and African American students.

Given the selection process described above, the nine schools selected for survey response were:

Elementary	Middle	High School
Torrey Pines	Challenger	San Diego SCPA
Juarez	Mann	Gompers
Webster	Wilson	La Jolla

The sample was further delimited to Grades 2-4 teachers at the elementary level and to those teachers at the secondary level who taught at least two sections of English/language arts. This strategy yielded a sample size of about 80 teachers at the secondary level, but fewer than 20 at the elementary level. Therefore, the next three ranking elementary schools (Spreckels, Jerabek, and Tierrasanta) were also invited to participate. Teacher opinions and responses were solicited by using the survey instrument that was designed for the district K-8 language arts evaluation conducted in 1993-94. The survey (see Appendix A) was designed in two parts, Forms A and B, to lessen the demand on teachers' time for completion and also to increase the breadth of teacher response. The survey was sent to schools at which teachers received, by random selection, one of the forms.

Additionally, the top schools, based on district rankings of achievement on a number of indicators, were also included in the study for analysis of CLAS, ASAT, and school grades. Results from these metrics, obtained by the Testing Unit from district data bases, were analyzed in aggregate and disaggregate by ethnicity.

Appendix B contains achievement charts for those schools whose achievement in reading, based on percentages of students at or above Performance Level 4 on the CLAS test, placed them at the top of rankings according to four indicators: (1) comparison with CLAS statewide, comparison groups, (2) comparison with other district schools, (3) achievement of Hispanic students, and (4) achievement of African American students.

The elementary schools selected were those appearing in the top six according to the CLAS rankings for comparison groups but the top three for the other indicators. This resulted in 12 elementary schools being represented. For secondary schools, the top three ranked schools for each indicator were selected. This resulted in eight middle/junior high schools and five senior high schools being selected.

FINDINGS

In several tables showing percentages of survey responses, totals may not sum to 100 because the percentage of non-response is not shown.

Teacher Survey

A total of 144 teachers were selected to receive surveys. Table 1 shows the numbers of surveys returned by category. The overall return rate was 69.4%.

TABLE 1
SURVEYS RETURNED

Group	Number
All Teachers	100
Elementary Teachers	45
Secondary Teachers	54
Form A — Elementary	23
Form B — Elementary	22
Form A — Secondary	28
Form B — Secondary	26

Note: One survey was returned without a grade level designation.

Of the total teacher respondents, 53 indicated they taught in regular classrooms, 31 said they taught in Gifted and Talented Education (GATE) classrooms, three indicated they taught in Special Education classrooms, and the others either did not respond to the question or marked a response indicating "other."

A display of the respondents' number of years of teaching experience is shown in Table 2. The results indicate that teachers with a large variance in years of experience responded to the survey, and further, the distribution was fairly evenly divided amongst beginning to very experienced teachers.

TABLE 2
YEARS OF TEACHING EXPERIENCE

Years Teaching	Number of Teachers
1 - 2	13
3 - 5	14
6 - 10	13
11 - 15	10
16 - 20	14
21 - 25	12
26 - 30	15
31 +	7
Unspecified	2

In response to the question on team teaching for language arts, seven teachers indicated they did team teach, 89 answered they did not, and the rest did not provide usable responses. Ninety-five teachers indicated they were in their own classrooms throughout the school year, four indicated they were not, and one did not provide a response.

Language Arts Program

The responses in Tables 3a - 3d are based on teachers' opinions about sound language arts instruction. Table 3a shows that about two-thirds of teachers responded that the same content should be taught to all students. About one quarter disagreed with this statement. Just over one-half of the teachers indicated that the same learning expectations are held for all students; approximately 42% of teachers disagreed with the statement.

TABLE 3a
LANGUAGE ARTS PROGRAM
Survey Responses (n=52) — Form A

	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
Core Program for All Students					
1. The same content is taught to all students.	26.9	40.4	3.8	23.1	3.8
2. The same learning expectations are held for all students.	23.1	28.8	5.8	28.8	13.5

As shown in Table 3b, a majority of teachers indicated strong agreement that instruction requires all students to study literary works in depth and that extended works should be read as supplements to class work. Additionally, almost all teachers agreed that a variety of cultural perspectives should be presented.

Respondents indicated (see Table 3b) that reading skills should be primarily taught through reading, writing, and discussion of literary works. Indeed, teachers agreed that writing and other language skills are best taught in the context of published works of literature or works of students' own creation. Also in the skills area, the statements about spelling and phonics, although still receiving agreement from a majority of teachers, had the highest percentages of disagreement. However, when all statements about language arts skills are considered together, most teachers are in agreement that instruction best occurs within the context of whole works of literature.

Teachers were almost unanimous in their agreement that all components (listening, speaking, reading, writing, and literature) of the curriculum should be integrated. They indicated similar high agreement that instruction and activities need to be linked with a focus such as theme, issue, value, or concept. A slightly smaller percentage of teachers was in agreement that the curriculum should be integrated through core literature. A large majority of teachers indicated that the study of literature should be extended to the content areas of the curriculum, but this statement had a relatively higher percentage (17.3) of teachers who expressed no opinion. This may be reflective of the opinions of secondary teachers who may not always be aware of what other teachers are doing in the more specialized instructional context.

Results from Table 3c show that teachers overwhelmingly agreed (about 90% of them) that students should regularly experience the recursive stages of the writing process and that their writing should have variety of audience and purpose as tested by CLAS-like assessments. With similar agreement (over 90%), teachers indicated that students need opportunities to develop oral language through a variety of means.

In responding to questions about pedagogy, a vast majority of teachers expressed agreement that students need opportunities to answer open-ended questions, that teachers should model strategies, that flexible, heterogeneous ability groups should be used, and that reading instruction should include a variety of groupings. Grouping for skills instruction by using pull-out groups, although still getting a majority of agreement (about 70%), registered the highest disagreement among teachers. (See Table 3c.)

Regarding literature strategies, teachers were again almost unanimous in their agreement with the statements from this area (items 25 to 28 from Form A listed in Table 3c). Thus, teachers indicated that they should be implementing strategies that comprise a best-practices model which includes appropriate introduction to literary works, thorough interaction and discussion with the works, and appropriate follow-up activities. Teachers also feel that the materials chosen need to address the diverse needs and characteristics of the student population.

TABLE 3b
LANGUAGE ARTS PROGRAM
Survey Responses (n=52) — Form A

	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
Literature-Based, Meaning-Centered Instruction					
3. Literary works are studied in depth by all students.	46.2	34.6	5.8	13.5	0.0
4. A variety of cultural perspectives is presented.	61.5	32.7	3.8	1.9	0.0
5. Extended works are read by individuals or small groups to supplement class work.	57.7	32.7	9.6	0.0	0.0
Skills					
6. *Cueing systems (use of syntactic, semantic, and graphaphonic cues)* and* English conventions are taught in context of meaningful reading and writing activities.	61.5	28.8	3.8	5.8	0.0
7. New or difficult vocabulary encountered in reading takes on meaning through discussion of literary works.	57.7	40.4	1.9	0.0	0.0
8. Spelling is studied through meaningful, personalized contexts.	32.7	38.5	9.6	15.4	3.8
9. Phonics instruction is not artificially forced but naturally occurs during a variety of language arts activities.	30.8	34.6	5.8	19.2	9.6
10. Written language skills are developed primarily from what students write.	53.8	30.8	0.0	15.4	0.0
11. Conventions of language are taught through direct instruction.	46.2	30.8	5.8	11.5	5.8
Integrated Curriculum					
12. Listening, speaking, reading, writing, and literature are integrated, with each component receiving time and attention.	71.2	25.0	0.0	1.9	1.9
13. Language arts instruction and activities are linked with a focus (e.g., theme, issue, value, concept).	53.8	42.3	0.0	1.9	1.9
14. The language arts curriculum is integrated through core literature.	38.5	48.1	7.7	1.9	0.0
15. The study of literature is extended to the content areas of the curriculum.	40.4	42.3	17.3	0.0	0.0

*Italicized text presented on elementary survey only.

TABLE 3c
LANGUAGE ARTS PROGRAM
Survey Responses (n=52) — Form A

	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
Writing Process					
16. Students regularly experience the recursive stages of the writing process through activities of prewriting, drafting, responding, revising, editing, and postwriting.	51.9	42.3	0.0	3.8	0.0
17. Students learn various types of writing and write for various audiences and purposes as tested by CLAS-like assessments.	48.1	38.5	7.7	3.8	0.0
Oral Language					
18. Students have opportunities to develop oral language, especially standard English, in formal and informal activities.	53.8	40.4	1.9	1.9	0.0
19. Students are taught to define, express, and reflect on ideas, respond to others, discover multiple viewpoints, negotiate and find common ground.	46.2	44.2	3.8	1.9	0.0
Pedagogy					
20. Students have opportunities to answer open-ended questions in order to negotiate meaning.	46.2	42.3	9.6	0.0	0.0
21. The teacher models strategies for composing and comprehending.	61.5	34.6	3.8	0.0	0.0
22. Flexible, heterogeneous ability groups work together to create group and individual products.	57.7	34.6	5.8	1.9	0.0
23. Reading instruction includes partners, small groups, and whole class groupings.	63.5	28.8	5.8	1.9	0.0
24. Groupings for skills instruction include temporary pull-out groups.	32.7	38.5	17.3	9.6	1.9
Literature Strategies					
25. Before reading or interacting with a literary work, the teacher evokes students' interest and connects them personally with the work.	75.0	23.1	1.9	0.0	0.0
26. Students explore the work in-depth through reading and interacting with it and through discussion of the abstract ideas, concepts, and ideals encountered.	63.5	34.6	1.9	0.0	0.0
27. Interaction with the work is followed by activities that help students pull thoughts together to reflect on how the work relates to them and to society.	57.7	34.6	5.8	1.9	0.0
28. The classroom is rich in reading materials that represent a variety of genres, levels of difficulty, topics, and cultural perspectives.	63.5	25.0	5.8	5.8	0.0

The data in Table 3d show that 92.3% of teachers responded that they agreed or strongly agreed that assessment needs to align with what students are expected to learn. Also of note is that 76.9% of teachers agreed or strongly agreed that assessment should rely upon on-demand, curriculum-embedded, and portfolio assessments.

Regarding Limited English Proficient (LEP) students, a majority of teachers expressed belief that students should be provided concept development at a rate comparable to that of English-speakers. However, there is a wide variance of belief amongst teachers about the need for availability of language appropriate materials for English-learning students. Indeed, 36.5% of respondents either disagreed or strongly disagreed that sound language arts instruction needs to address this issue.

Clearly, some teachers have concerns about the district's English/language arts program and their efficacy in achieving their instructional goals. Fewer than one half feel that the district program is aligned with their preferred teaching goals or that they are seeing many positive outcomes for their students as a result of the district program. (See Table 3d.)

TABLE 3d
LANGUAGE ARTS PROGRAM
Survey Responses (n=52) — Form A

	Strongly Agree %	Agree %	No Opinion %	Disagree %	Strongly Disagree %
Assessment					
29. Aligns with what students are expected to learn.	59.6	32.7	1.9	1.9	1.9
30. Relies upon on-demand, curriculum-embedded, and portfolio assessments.	36.5	40.4	15.4	5.8	1.9
LEP Students					
31. Are provided concept development at a rate comparable to that of English-speakers.	26.9	30.8	26.9	7.7	3.8
32. Are provided materials in their native language.	11.5	17.3	34.6	19.2	17.3
District English/Language Arts Program					
33. The district's English/language arts program is closely aligned with my preferred teaching goals.	17.3	30.8	19.2	15.4	15.4
34. I am seeing many positive outcomes of the district's English/language arts program with my students.	13.5	30.8	26.9	11.5	13.5

Language Arts/English Practices

The previous section, based on Tables 3a - 3d, reflected what teachers believed constituted sound language arts instruction. Teachers were also asked to indicate how frequently they used a number of practices in their own classrooms. Thus, the following section provides a picture of what the teachers at the CLAS-identified, high achieving schools in reading said they are doing. The responses from Form B, shown in Tables 4a and 4b, are listed in the order presented on the survey. Additional analyses, based on conceptual groups of statements, follow the tables.

TABLE 4a
LANGUAGE ARTS CLASSROOM PRACTICE
Survey Responses — Form A

	Routinely %	Often %	Some-times %	Rarely or Never %	Not Applicable %
35. Reading materials representing a variety of genres, levels of difficulty, topics, and cultures are available in the classroom.	32.7	51.9	7.7	0.0	7.7
36. The entire class studies the same literary work in depth.	30.8	44.2	17.3	0.0	7.7
37. Students are taught how to use cueing systems through their reading of literature.	19.2	38.5	19.2	11.5	9.6
38. Grammar is taught through direct instruction.	15.4	40.4	25.0	11.5	7.7
39. After reading a literary work, students engage in artistic and interpretive activities related to its theme.	30.8	40.4	15.4	1.9	11.5
40. The same curriculum is presented to all students.	42.3	38.5	15.4	0.0	3.8
41. Students learn about many different cultures through literature.	34.6	36.5	21.2	1.9	5.8
42. Students study spelling words selected from their own writing.	9.6	9.6	34.6	44.2	1.9
43. Students learn to contribute in group settings.	34.6	48.1	9.6	0.0	7.7
44. Students engage in oral language both formally and informally.	36.5	50.0	1.9	0.0	11.5
45. Students receive instruction in all the language arts — listening, speaking, reading, and writing.	38.5	46.2	3.8	0.0	11.5
46. Students have opportunities to answer open-ended questions.	36.5	48.1	7.7	0.0	7.7
47. All students use the same core materials.	32.7	48.1	13.5	0.0	5.8
48. Phonics is taught in the context of literature and writing.	15.4	40.4	28.8	9.6	5.8
49. Themes are used to integrate language arts instruction.	26.9	44.2	19.2	1.9	7.7
50. Students learn listening, speaking, reading, and writing through the study of core works.	34.6	46.2	7.7	0.0	7.7
51. Students use the writing process.	34.6	40.4	11.5	0.0	9.6
52. The vocabulary for study comes from the literature students read.	26.9	44.2	17.3	1.9	5.8
53. Students are tested on written and oral work.	30.8	30.8	19.2	5.8	9.6

TABLE 4b
LANGUAGE ARTS CLASSROOM PRACTICE
Survey Responses — Form A

	Routinely %	Often %	Sometimes %	Rarely or Never %	Not Applicable %
54. Students write for various audiences and purposes.	32.7	46.2	11.5	0.0	5.8
55. Conventions of English are taught in the context of students' own writing.	23.1	38.5	28.8	1.9	3.8
56. Strategies for composing and comprehending are modeled for students.	32.7	51.9	1.9	1.9	7.7
57. Students work in flexible, heterogeneous groups.	25.0	44.2	17.3	1.9	7.7
58. Students choose works of literature that relate to units or themes in other subject areas.	13.5	26.9	38.5	9.6	7.7
59. Reading is taught in whole-class groupings.	26.9	32.7	25.0	0.0	11.5
60. Temporary pull-out groups are used for skills instruction.	15.4	21.2	32.7	19.2	7.7
61. Classroom tests reflect what students have been taught.	34.6	34.6	15.4	1.9	9.6
62. A purpose is set for students before reading.	30.8	48.1	9.6	0.0	7.7
63. When reading a literary work students have the opportunity to explore it in depth.	26.9	46.2	17.3	0.0	5.8
64. Students choose works of literature that relate to core works read in class.	13.5	21.2	48.1	7.7	5.8
65. Reading is taught in small groups.	7.7	13.5	40.4	26.9	7.7
66. Students are paired for reading instruction.	9.6	17.3	50.0	11.5	7.7
67. After reading a literary work, students have opportunities to write about or discuss its critical issues.	28.8	48.1	9.6	1.9	7.7

For display purposes in the following analyses, responses for "routine" and "often" use were aggregated as were those for use that is either "sometimes" or "rare or never."

About 75% of teachers reported that they routinely or often presented the same curriculum to all students and that all students use the same core materials. Teachers indicated that, most frequently, students study the same literary work in depth, and students learn about many different cultures through literature. (See Figure 1.)

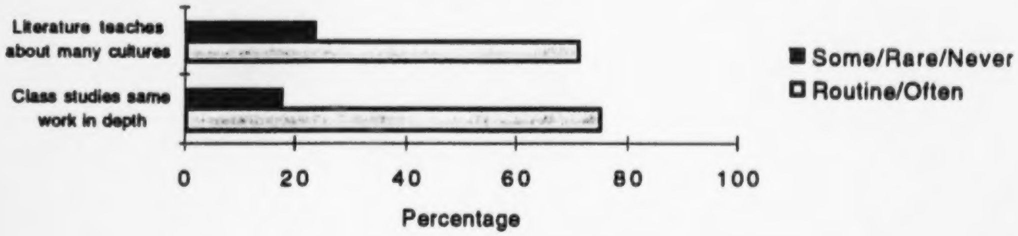

Figure 1: Teacher Use of Practices Related to Literature-Based, Meaning-Centered Instruction

In the area of skills instruction, about 70% of teachers indicated the vocabulary studied routinely or often came from the literature students read. About 60% of teachers indicated that phonics and cueing systems were routinely or often taught within the context of reading and writing, and a similar percentage reported that they routinely or often taught grammar through direct instruction. Also, about 60% indicated that conventions of English were routinely or often taught in the context of students' own writing. The one anomaly in this group occurred for the study of spelling using words from students' own writing. In this instance, about 80% of teachers indicated that they sometimes, rarely, or never used this practice.

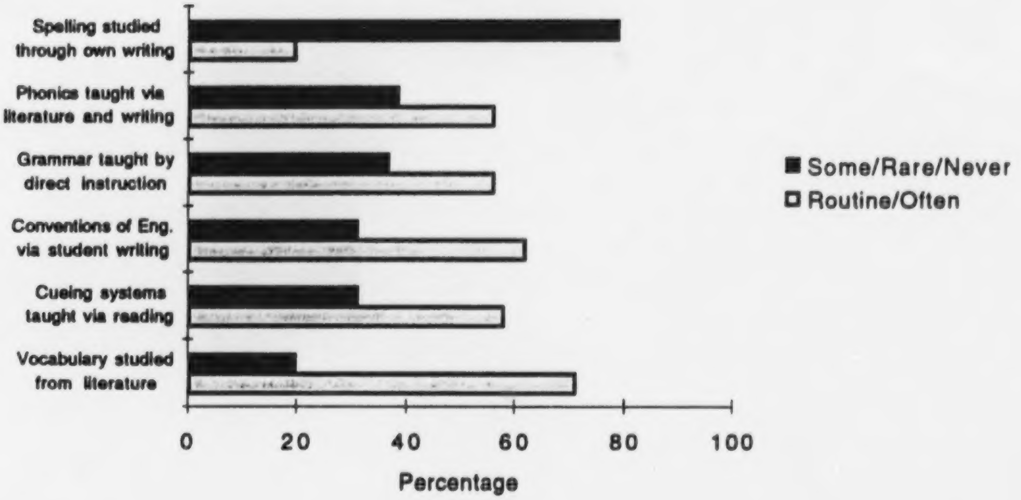

Figure 2: Teacher Use of Practices Related to Skills Instruction

As shown in Figure 3, over 80% of teachers reported that students routinely or often received instruction in all the language arts — listening, speaking, reading, and writing — and that this occurred through the study of core works. More than 70% of teachers reported that themes were used routinely or often to integrate language arts instruction. Fewer teachers, about 40%, indicated a high frequency of students choosing works of literature related to units or themes in other subject areas.

About 80% of teachers responded that students routinely or often write for various audiences and purposes. Additionally, about three-quarters indicated that students routinely or often use the writing process which develops a work from the first draft, through numerous editing stages, and then to a finished product. (See Figure 4.)

Regarding oral language, almost all teachers reported that students are routinely or often engaged in oral language, both formally and informally.

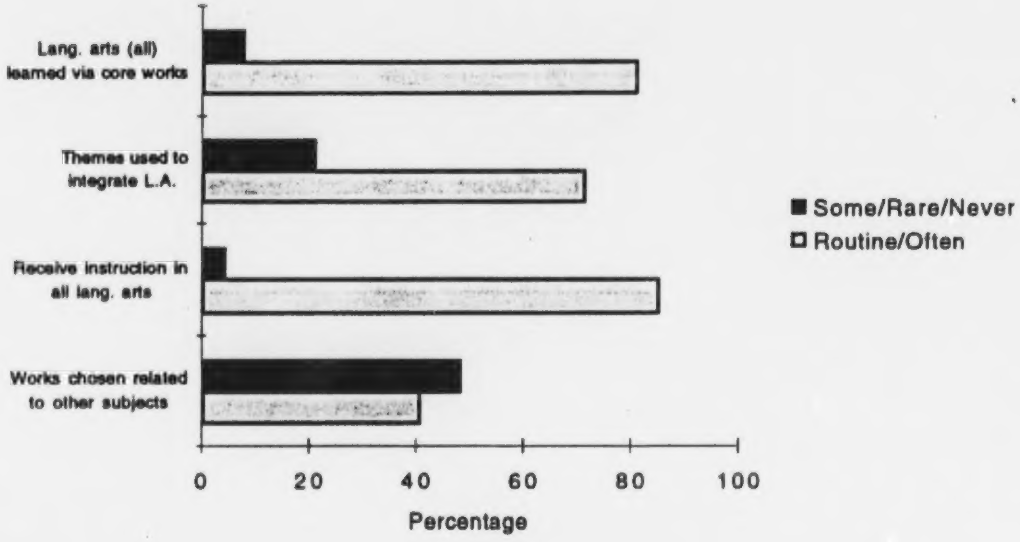

Figure 3: Teacher Use of Practices Related to Integrated Curriculum

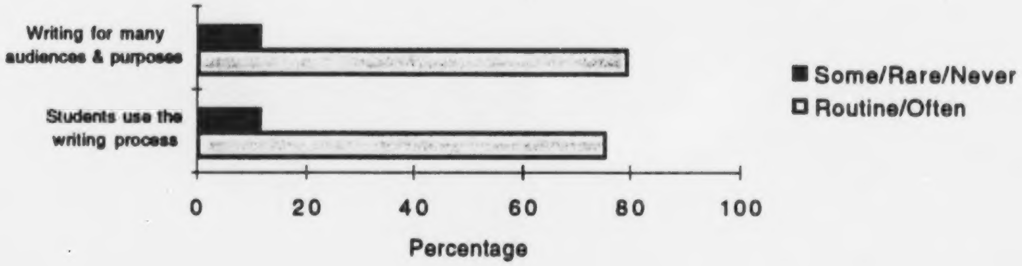

Figure 4: Teacher Use of Practices Related to the Writing Process

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As shown in Figure 5, teachers overwhelmingly agreed that they routinely or often model strategies for composing and comprehending. Similarly, about 85% of teachers indicated that students are routinely or often given the chance to negotiate meaning from works by answering open-ended questions. A large majority of teachers (over 80%) reported that students learn to contribute in groups and that a variety of grouping strategies is employed.

About 60% of teachers reported routinely or often teaching reading in whole-class groups. An even larger percentage (about 70) indicated that students routinely or often work in flexible, heterogeneous groups. About 40% of teachers reported routinely or often using temporary pull-out groups for skills instruction. The use of smaller groupings and pairs occurred less frequently, with about one-quarter of teachers indicating routine or often use of these smaller groupings.

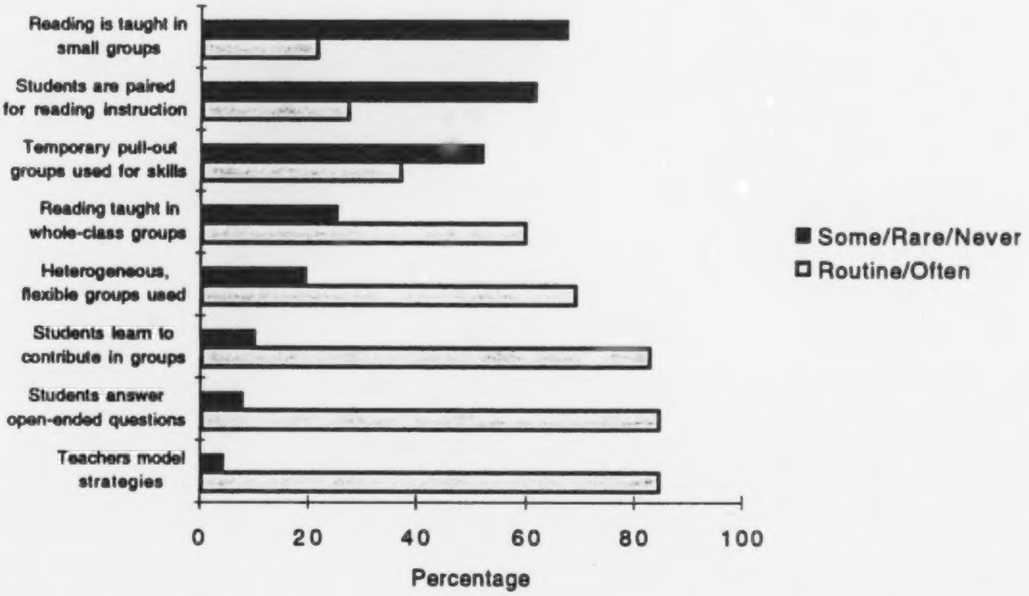


Figure 5: Teacher Use of Practices Related to Pedagogy

Overall, about three-quarters of teachers indicated that they routinely or often use a variety of what might be termed "best practices" literature strategies. (See Figure 6.) From this group of strategies, 84.6% of teachers indicated routine or often use of reading materials representing a variety of genres, levels of difficulty, topics, and cultures. About 75% reported the same frequency of engaging students in artistic and interpretive activities related to the theme of a literary work, of setting a purpose before reading, of exploring works in depth, and writing about or discussing the critical issues of literary works.

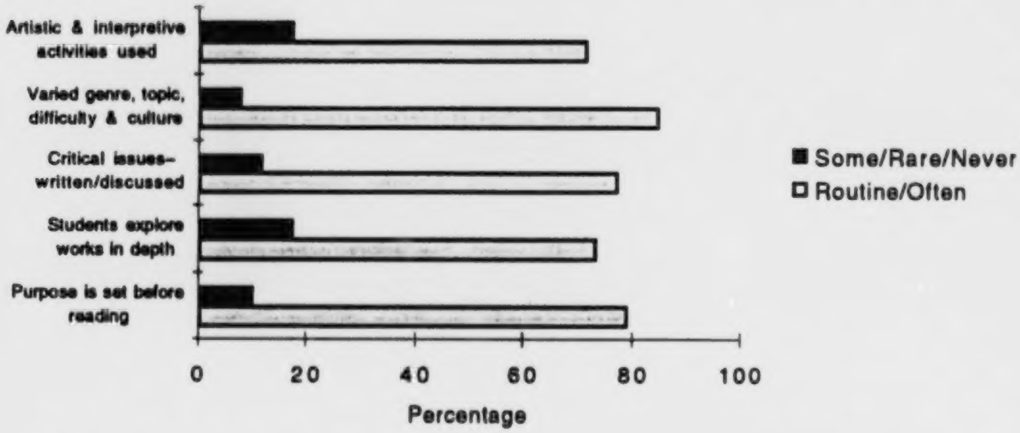


Figure 6: Teacher Use of Practices Related to Literature Strategies

Instructional Support

Questions regarding instructional support at sites resulted in a majority of respondents indicating that their schools continue to strive for full implementation of the district English/language arts program. Additionally, they indicated that at their sites, there were instructional leaders knowledgeable about the district program. (See Table 5).

Teachers were also asked to respond to questions about instructional support specifically from site administrators. Generally, respondents indicated that there was direction from administrators for site level inservices, purchase of literature sets, and grade level meetings. The two areas for which teachers indicated a lack of direction by administrators were classroom observations and peer coaching.

TABLE 5
INSTRUCTIONAL SUPPORT
Survey Responses — Form A

	Strongly Agree %	**Agree %**	**Disagree %**	**Strongly Disagree %**
68. At my school there has been a continued press for full implementation of the district's English/language arts program since the adoption.	25.0	36.5	13.5	11.5
69. There are instructional leaders at my school who are knowledgeable about the district's English/language arts program.	34.6	38.5	7.7	3.8
Administrators at my school have provided direction in English/language arts in the areas of:				
70. classroom observations	11.5	26.9	21.2	26.9
71. site level inservices/staff development days	32.7	38.5	7.7	7.7
72. purchase of additional literature sets	32.7	34.6	11.5	11.5
73. provision for peer coaching	19.2	19.2	32.7	17.3
74. provision for grade level meetings	30.8	34.6	17.3	7.7

Use of Materials

Elementary. Of the listed materials, elementary teachers indicated they most routinely used "Reader's Corner" and core literature sets from IMC, both with over 70% of respondents indicating routine use. (See Table 6.) Only 40.9% of teachers, though, as shown in Table 7, rated Reader's Corner as very effective. Similarly, the current district spelling program had a relatively high percentage of teachers indicating routine use (63.6%) but a corresponding low percentage of teachers who described it as being very effective (22.7%). Other materials with relatively high rates of routine use included whole works of literature, Writer's Corner, Activity Book, class set from the Readers' Library titles, and teachers' guides accompanying core literature sets. Of these, whole works of literature was rated as "very effective" by 68.2% of teachers; the other materials had "very effective" ratings ranging from 27.3% to 50.0% of teachers. The highest percentages of teachers who rated materials as "not effective" were for the current district spelling program, comprehension activity sheets, Activity Book, and Literature-Based Phonics Strategies. Of these, the current district spelling program received the highest percentage for "not effective" at 22.7%.

Secondary. The "Not Applicable" response for secondary teachers should be considered in the context that the original survey was designed for teachers of Grades 7 and 8. With a broader grade range of respondents for this administration of the survey, some of the listed materials may not have been appropriate for all grade levels. Secondary teachers reported routine use of only a few materials listed on the survey, and they were not overly enthusiastic about the effectiveness of most of the materials. Teachers indicated, as shown in Table 8, using core literature sets and whole works of literature most routinely, and in conjunction, a teacher-created vocabulary program. These materials also had the highest percentages of teachers rating them as being "very effective." Not surprisingly, higher ratings for effectiveness were given for those materials used more routinely. It also seems clear that secondary teachers consider whole works of literature to be most effective and that they have great faith in the effectiveness of the materials they create themselves (see Item 30 from Table 9).

TABLE 6
FREQUENCY OF MATERIALS USE — ELEMENTARY
Survey Responses (n=22) — Form B

	Routinely Used %	Sometimes Used %	Rarely or Never Used %	Not Applicable %
1. Reader's Corner	72.7	22.7	4.5	0.0
2. Writer's Corner	50.0	27.3	18.2	0.0
3. Comprehension activity sheets	36.4	22.7	36.4	0.0
4. Activity Book	50.0	22.7	22.7	4.5
5. Literature-Based Phonics Strategies (K-2)*	17.6	35.3	41.2	(n=5)
6. Readers' Library (10 titles)	31.8	27.3	27.3	4.5
7. Class set from the Readers' Library titles	50.0	18.2	27.3	0.0
8. Alternative to the Prentice Hall Literature series	31.8	22.7	27.3	9.1
9. Core literature sets from IMC	77.3	9.1	4.5	4.5
10. Teachers' guides accompanying core sets	50.0	40.9	4.5	4.5
11. Whole works of literature (vs. excerpts)	59.1	13.6	9.1	18.2
12. The current district spelling program	63.6	4.5	22.7	4.5
13. The former district spelling program	0.0	9.1	63.6	18.2
14. A commercial spelling program	18.2	22.7	36.4	18.2

*Note: 16 teachers gave applicable responses but only 12 indicated they taught at K-2

TABLE 7
EFFECTIVENESS OF INSTRUCTIONAL MATERIALS — ELEMENTARY
Survey Responses (n=22) — Form B

	Very Effective %	Somewhat Effective %	Not Effective %	Not Applicable %
15. Reader's Corner	40.9	50.0	0.0	0.0
16. Writer's Corner	36.4	45.5	4.5	4.5
17. Comprehension activity sheets	27.3	36.4	18.2	13.6
18. Activity Book	27.3	40.9	18.2	4.5
19. Literature-Based Phonics Strategies (K-2)	25.0	50.0	16.7	(n=9)
20. Readers' Library (10 titles)	40.9	27.3	0.0	22.7
21. Class set from the Readers' Library titles	50.0	31.8	0.0	13.6
22. Alternative to the Prentice Hall Literature series	40.9	18.2	4.5	31.8
23. Core literature sets from IMC	68.2	13.6	0.0	4.5
24. Teachers' guides accompanying core sets	31.8	50.0	0.0	9.1
25. Whole works of literature (vs. excerpts)	68.2	9.1	0.0	18.2
26. The current district spelling program	22.7	36.4	22.7	13.6
27. The former district spelling program	4.5	22.7	9.1	59.1
28. A commercial spelling program	22.7	13.6	0.0	54.5

TABLE 8
FREQUENCY OF MATERIALS USE — SECONDARY
Survey Responses (n=26) — Form B

	Routinely Used %	Sometimes Used %	Rarely or Never Used %	Not Applicable %
1. *Prentice-Hall Literature* textbook	19.2	30.8	26.9	19.2
2. "Reading Actively" feature of the text	7.7	38.5	30.8	19.2
3. Activities and assignments in the text	19.2	30.8	30.8	15.4
4. Blackline masters which accompany the text	19.2	11.5	46.2	15.4
5. Teaching Portfolio accompanying the text	26.9	19.2	34.6	15.4
6. *Write Source 2000*	3.8	26.9	53.8	15.4
7. Novel Study Guides	26.9	26.9	34.6	7.7
8. Alternative to the Prentice Hall Literature series (listed separately below)	19.2	11.5	26.9	23.1
9. Core literature sets	42.3	34.6	3.8	11.5
10. Whole works of literature (vs. excerpts)	57.7	30.8	0.0	7.7
11. Parts 1 and 2 of *District Information Teaching Strategies*	7.7	23.1	53.8	11.5
12. The current district spelling program	11.5	7.7	65.4	7.7
13. The former district spelling program	7.7	3.8	69.2	11.5
14. A commercial spelling program	3.8	11.5	69.2	11.5
15. Teacher-created vocabulary program	69.2	11.5	7.7	3.8

TABLE 9
EFFECTIVENESS OF INSTRUCTIONAL MATERIALS — SECONDARY
Survey Responses (n=26) — Form B

	Very Effective %	Somewhat Effective %	Not Effective %	Not Applicable %
16. *Prentice-Hall Literature* textbook	15.4	30.8	0.0	46.2
17. "Reading Actively" feature of the text	11.5	26.9	0.0	50.0
18. Activities and assignments in the text	19.2	26.9	3.8	42.3
19. Blackline masters which accompany the text	19.2	11.5	7.7	53.8
20. Teaching Portfolio accompanying the text	23.1	19.2	3.8	46.2
21. *Write Source 2000*	7.7	38.5	11.5	38.5
22. Novel Study Guides	26.9	34.6	3.8	30.8
23. Alternative to the Prentice Hall Literature series	30.8	15.4	0.0	50.0
24. Core literature sets	65.4	19.2	0.0	7.7
25. Whole works of literature (vs. excerpts)	57.7	19.2	0.0	19.2
26. Parts 1 and 2 of *District Information Teaching Strategies*	11.5	15.4	7.7	57.7
27. The current district spelling program	7.7	7.7	15.4	61.5
28. The former district spelling program	11.5	3.8	11.5	65.4
29. A commercial spelling program	11.5	11.5	11.5	57.7
30. Teacher-created vocabulary program	69.2	7.7	3.8	15.4

Assessment

From Form B, as shown in Table 10, less than 70% of teachers agreed or strongly agreed that they were familiar with CLAS integrated language arts assessment formats. Relatedly, 79.2% of teachers indicated they incorporated CLAS-like assessments to assess language arts achievement in their classrooms. This result is of interest when considering that relatively fewer teachers (56.3%) of the same group agreed or strongly agreed that they felt prepared to administer the CLAS assessment. In response to possible staff development opportunities, 58.3% indicated a desire for training that targets incorporating instructional activities which are aligned with the CLAS integrated assessment.

Still further, 68.7% of teachers agreed or strongly agreed that their students were being taught how to perform the tasks used in CLAS-like assessments. However, as mentioned earlier, nearly 80% indicated that they incorporated CLAS-like assessments to measure achievement in their classrooms. Hence, the question arises, does this indicate that about 10% of teachers use CLAS-like assessments without teaching students how to perform the required tasks?

TABLE 10
OPINIONS ABOUT ASSESSMENT
Survey Responses (n=48) — Form B

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
29. I am familiar with the CLAS integrated language arts assessment formats (on-demand, curriculum-embedded, and portfolio).	16.7	52.1	16.7	10.4
30. I have incorporated instructional activities in my classroom aligned with those used in the 1994 CLAS integrated language arts assessment (i.e., cooperative learning, personal responses to the text).	31.3	56.3	6.3	4.2
31. I have incorporated CLAS-like assessments to assess language arts achievement in my classroom (i.e., on-going performance assessments and portfolios).	31.3	47.9	12.5	6.3
32. I feel prepared to administer the CLAS integrated language arts assessment.	29.2	27.1	31.3	8.3
33. The district report card is aligned with the district curriculum in English/language arts.*	0.0	36.4	18.2	40.9
34. My students are being taught how to perform the tasks used in CLAS-like integrated language arts assessments.	22.9	45.8	16.7	8.3

*N=22 (Elementary teachers only)

Several types of assessment were reported to be routinely used. (See Table 11.) These included informal observations, district guidelines for report card ratings (elementary teachers only), portfolios, and others. Two assessment types for elementary teachers only, Checklists from HBJ and the California Learning Record (CLR), had high percentages of teachers who "never or rarely" used them. These results should be considered in the context that the CLR, for example, has had very limited implementation in SDCS.

TABLE 11
FREQUENCY OF USE OF ASSESSMENT TYPES
Survey Responses (n=48) — Form B

	Routinely %	Sometimes %	Never or Rarely %	Not Applicable %
35. Holistic scoring of student writing	56.3	29.2	6.3	6.3
36. Portfolios	60.4	27.1	6.3	2.1
37. Assessment to plan instruction	45.8	37.5	6.3	4.2
38. Assessment to evaluate instruction	58.3	8.3	4.2	4.2
39. Checklists from HBJ*	13.6	9.1	72.7	4.5
40. Observable behaviors*	59.1	40.9	0.0	0.0
41. District guidelines for report card ratings*	63.6	36.4	0.0	0.0
42. California Learning Record*	4.5	18.2	72.7	4.5
43. Informal observations	70.8	16.7	6.3	2.1
44. Conferencing	47.9	33.3	8.3	8.3
45. Anecdotal records	12.5	41.7	33.3	8.3

*N=22 (Elementary teachers only)

Staff Development

Teachers were first asked to indicate whether or not they participated in a number of staff development opportunities, and then to indicate how important those activities were in influencing language arts instruction. Some of the activities (e.g. California Writing Project, California Learning Record, etc.) have had limited access or implementation. Thus, the results shown in Table 12 may reflect the opinions of smaller numbers of respondents than for those questions applicable to the whole group.

Collaboration with fellow teachers and conferences were the two staff development activities most highly attended, and they were also the two with the highest ratings (about 50% of those who participated) as being "very important." The inservices held at the time of the Language Arts adoption, county workshops and inservices, and specific language arts staff development also received "very useful" ratings from relatively high percentages of attendees. About one-third of teachers reported attending district Discover classes, but most rated the classes as being only "somewhat important" to language arts instruction. One-third of the teachers indicated no membership in professional organizations, nor use of professional magazines and published research. Of those who reported using these resources, however, the relative rating as "very important" was quite high compared to other forms of professional development.

TABLE 12
PARTICIPATION IN AND RATING OF STAFF DEVELOPMENT
AND PROFESSIONAL GROWTH OPPORTUNITIES
Survey Responses (n=48) — Form B

Staff Development and Professional Growth Opportunities	Participated			No Participation %
	Very Important %	Somewhat Important %	Not Important %	
46. Collaboration with fellow teachers on the English/language arts program	50.0	35.4	4.2	8.3
47. The California Literature Project	10.4	12.5	4.2	70.8
48. The California Writing Project	20.8	10.4	2.1	64.6
49. The California Learning Record*	4.5	13.6	0.0	81.8
50. Discover classes	8.3	20.8	4.2	62.5
51. Conferences	47.9	37.5	2.1	8.3
52. Hispanic Reading Project*	0.0	9.1	4.5	86.4
53. Membership in professional organizations	29.2	18.8	16.7	33.3
54. Professional magazines and published research	25.0	35.4	4.2	33.3
55. University/college courses	25.0	20.8	4.2	22.9

	Attended			Did Not Attend %
	Very Useful %	Somewhat Useful %	Not Useful %	
56. Series of inservices at the time of the language arts adoption	25.0	22.9	12.5	35.4
57. New teacher inservice on the district's language arts program	6.3	25.0	4.2	60.4
58. County workshops and inservices	25.0	33.3	2.1	35.4
59. Language arts staff development	33.3	37.5	10.4	14.6

*N=22 (Elementary teachers only)

The data in Table 13 show that for staff development, teachers had the highest expressions of interest for opportunities based on research and strategies; they had least interest regarding the state framework and state task reports. The interest in "strategies for teaching skills in the context of literature" seems to reinforce the teachers' commitment to whole works of literature, but also serves to highlight their recognition that skills require more attention.

TABLE 13
DESIRED STAFF DEVELOPMENT OPPORTUNITIES
Survey Responses (n=48) — Form B

Staff Development Opportunity	Desired	
	Yes %	No %
60. The content and implications of the state framework and state task reports	41.7	47.9
61. Language acquisition research on how children learn to read and write	66.7	25.0
62. Strategies for teaching skills in the context of literature	70.8	22.9
63. Strategies for teaching students with special needs	62.5	25.0
64. Incorporating instructional activities which are aligned with the CLAS integrated assessment in language arts	58.3	31.3
65. Using a variety of grouping strategies for language arts instruction	60.4	27.1
66. Strategies that address a variety of learning styles	64.6	22.9

COMPARISON OF 1995 TEACHER SURVEY RESPONSES WITH THOSE OF 1993

The use of the same instrument in 1995 as was used for the 1993 Language Arts Evaluation allows some qualified comparisons of teacher responses. It must be emphasized though, that this comparison is based on responses from two different points in time, and therefore, the response rates for the 1993 survey population may now be quite different from those given two years earlier. The intention of this comparison is simply to provide some insight into possible differences between the two populations.

Additionally, this comparative analysis must be considered in light of the following factors:

1. Some of the teachers may be represented in both survey populations.
2. There has been a maturation in the development and implementation of performance-based assessment during the two years between survey administrations.
3. Numerous other events (e.g. class size reduction) have occurred since the 1993 survey administration, and these or their outcomes may have affected response rates to selected questions.

4. The survey items listed in Tables 14 through 19 had a percentage difference of 10% or more in comparing the 1995 responses to the baseline values from 1993. No tests of significance were conducted to determine if the reported changes represented true differences.

As shown in Table 14, a higher percentage of teachers at the high achieving reading schools indicated that they used a number of instructional strategies more than did teachers in the 1993 study. None of the differences is particularly striking, but taken together, the combination of the various strategies may have contributed to the high achievement.

TABLE 14
DIFFERENCES IN SURVEY RESPONSE ABOUT LANGUAGE ARTS PROGRAM

	Percentage Difference in Agreement and Strong Agreement
Skills	
6. *Cueing systems (use of syntactic, semantic, and graphaphonic cues) and* English conventions are taught in context of meaningful reading and writing activities.	10
7. New or difficult vocabulary encountered in reading takes on meaning through discussion of literary works.	13
Integrated Curriculum	
13. Language arts instruction and activities are linked with a focus (e.g., theme, issue, value, concept).	12
Writing Process	
16. Students regularly experience the recursive stages of the writing process through activities of prewriting, drafting, responding, revising, editing, and postwriting.	13
17. Students learn various types of writing and write for various audiences and purposes as tested by CLAS-like assessments.	15
Oral Language	
19. Students are taught to define, express, and reflect on ideas, respond to others, discover multiple viewpoints, negotiate and find common ground.	10
Assessment	
29. Aligns with what students are expected to learn.	14

For the most part, teachers at the high achieving schools were more likely to report using a number of appropriate classroom practices. Again, no one practice appears alone to have been linked to the high achievement; it may be the combined use of the practices identified in Table 15. The only practice for which the teachers at the high achieving schools reported less use was temporary pull-out groups for skills instruction.

TABLE 15
DIFFERENCES IN SURVEY RESPONSE ABOUT CLASSROOM PRACTICE

	Percentage Difference in Routine or Often Use
35. Reading materials representing a variety of genres, levels of difficulty, topics, and cultures are available in the classroom.	11
43. Students learn to contribute in group settings.	12
51. Students use the writing process.	10
53. Students are tested on written and oral work.	10
54. Students write for various audiences and purposes.	13
56. Strategies for composing and comprehending are modeled for students.	12
60. Temporary pull-out groups are used for skills instruction.	-10
61. Classroom tests reflect what students have been taught.	18

The data in Table 16 indicate that the teachers at the high achieving schools reported less support and direction from site leaders than did the teachers in the 1993 study. In the case of classroom observation, nearly 40% fewer teachers in 1995, compared to 1993, agreed or strongly agreed that site administrators provided direction in English/language arts. About 20% fewer noted direction for site level inservices/staff development days and provision for grade level meetings.

TABLE 16
DIFFERENCES IN SURVEY RESPONSE ABOUT INSTRUCTIONAL SUPPORT

	Percentage Difference in Agreement and Strong Agreement
68. At my school there has been a continued press for full implementation of the district's English/language arts program since the adoption.	-14
69. There are instructional leaders at my school who are knowledgeable about the district's English/language arts program.	-12
Administrators at my school have provided direction in English/language arts in the areas of:	
70. classroom observations	-37
71. site level inservices/staff development days	-19
73. provision for peer coaching	-11
74. provision for grade level meetings	-21

Table 17 shows which resources teachers at high achieving schools reported using more or less routinely than the teachers of 1993 reported. About one-fifth more 1995 survey respondents reported routine use of "Class set from the Reader's Library titles," and 25% more teachers reported routine use of "the current district spelling program." About 10% fewer teachers reported routine use of "Writer's Corner" or "a commercial spelling program." Higher percentages of teachers (20% and 25% respectively) reported that "Readers' Library (10 titles)" and "Class set from the Readers' Library titles" were "very effective."

TABLE 17
DIFFERENCES IN SURVEY RESPONSE ABOUT USE AND EFFECTIVENESS OF ELEMENTARY INSTRUCTIONAL MATERIALS

Use of Materials	**Percentage Difference in Routine Use of Instructional Materials**
1. Reader's Corner	10
2. Writer's Corner	-10
4. Activity Book	13
7. Class set from the Readers' Library titles	19
12. The current district spelling program	25
14. A commercial spelling program	-12
Effectiveness of Materials	**Percentage Difference in Effectiveness of Instructional Materials**
19. Literature-Based Phonics Strategies (K-2)*	12
20. Readers' Library (10 titles)	20
21. Class set from the Readers' Library titles	25
25. Whole works of literature (vs. excerpts)	13
26. The current district spelling program	11
28. A commercial spelling program	10

No comparisons were made between 1995 and 1993 survey responses for secondary teachers on use and effectiveness of instructional materials. The 1993 survey targeted Grades 7 and 8 teachers only whereas the 1995 survey addressed all secondary teachers. There were insufficient teachers surveyed at Grades 7 and 8 in 1995 to make meaningful comparisons.

As mentioned earlier in the discussion of survey responses, there was an interesting contradiction in the preparedness to implement performance-based assessments and actual implementation. The comparison with 1993 survey responses reveals a similar pattern. Compared with 1993 responses, 10% fewer teachers in 1995 indicated familiarity with CLAS integrated language arts assessment formats, but 12% more teachers indicated that they were prepared to administer the assessment.

Teachers in 1995 indicated less routine use of a number of assessment types, some of which are performance-based. This result does not seem consistent with the two years of development of performance-based assessment formats that has occurred since the 1993 survey administration.

TABLE 18
DIFFERENCES IN SURVEY RESPONSE ABOUT ASSESSMENT

	Percentage Difference in Agreement and Strong Agreement
29. I am familiar with the CLAS integrated language arts assessment formats (on-demand, curriculum-embedded, and portfolio).	-10
32. I feel prepared to administer the CLAS integrated language arts assessment.	12
33. The district report card is aligned with the district curriculum in English/language arts.*	-25
	Percentage Difference in Routine Use
Frequency of Use of Assessment Types	
36. Portfolios	-10
40. Observable behaviors*	-10
41. District guidelines for report card ratings*	-10
43. Informal observations	-10
44. Conferencing	-15
45. Anecdotal records	-25

* Elementary Teachers Only

Teachers in 1995 reported more participation, by about 10%, in the California Literature Project and the California Writing Project. Ten percent fewer teachers reported that they participated in district Discover classes or used professional magazines and published research. Seventeen percent fewer teachers in 1995 rated "university/college courses" as "very important."

Ten percent more of the 1995 teachers reported that they did not attend the series of inservices at the time of the language arts adoption, but 13% and 18% more teachers respectively indicated that they attended the "new teacher inservice on the district's language arts program" and "county workshops and inservices."

Teachers in 1995 indicated less desire for staff development opportunities in the areas of strategies for teaching students with special needs or incorporating instructional activities aligned with the CLAS assessment.

TABLE 19
DIFFERENCES IN SURVEY RESPONSE ABOUT STAFF DEVELOPMENT

	Percentage Difference in Non-Participation
Staff Development and Professional Growth Opportunities	
47. The California Literature Project	-10
48. The California Writing Project	-10
50. Discover classes	10
54. Professional magazines and published research	10
	Percentage Difference in Rating as "Very Important"
55. University/college courses	-17
	Percentage Difference in Non-Attendance
56. Series of inservices at the time of the language arts adoption	10
57. New teacher inservice on the district's language arts program	-13
58. County workshops and inservices	-18
	Percentage Difference in Desire for Topic
Staff Development Opportunity	
63. Strategies for teaching students with special needs	-10
64. Incorporating instructional activities which are aligned with the CLAS integrated assessment in language arts	-18

Student Achievement

Table 20, showing CLAS identified high achieving schools' achievement on CLAS, ASAT, and school grades for 1993-94, must be interpreted with caution. The reader is reminded that for each metric, different grade levels of students generated the results listed. Therefore, across metric comparisons are not possible. The purpose of the table is to illustrate each schools' relative performance on each of the metrics. The CLAS rankings show the percentages of students achieving at or above Levels 3 and 4. For the ASAT, the percentages of students achieving at or above Quartiles 2 and 3 are shown. For school grades, the percentages of students receiving letter grades of or above C and B are shown.

Results for all schools in the study, in total and disaggregated by ethnicity, are contained in Appendix B.

TABLE 20
CLAS IDENTIFIED HIGH ACHIEVING SCHOOLS'
ACHIEVEMENT ON CLAS, ASAT, AND SCHOOL GRADES
(Numbers tested shown in parentheses)
[Percentage above comparison group]

School	CLAS		ASAT		Grades	
	%≥3	%≥4	%≥Q2	%≥Q3	%≥C	%≥B
	Grade 4		Grade 5		Grade 3	
Torrey Pines [29]	78 (50)	52	56 (35)	30	75 (154)	50
Juarez [28]	100 (26)	50	64 (23)	28	42 (80)	11
Webster [27]	93 (57)	43	36 (48)	9	66 (138)	39
Spreckels [21]	93 (45)	47	74 (48)	51	77 (178)	48
Jerabek [20]	92 (138)	50	73 (126)	53	94 (282)	80
Tierrasanta [20]	86 (105)	45	66 (90)	39	87 (258)	68
	Grade 8		Grade 7		All Grades	
Mann [12]	76 (448)	35	34 (215)	15	77	49
Challenger [9]	89 (471)	54	62 (471)	38	79	53
Wilson [9]	77 (355)	33	29 (210)	11	76	49
	Grade 10				All Grades	
San Diego SCPA [14]	82 (197)	52	61[1]	41[1]	91	70
Gompers [12]	84 (208)	39	42[1]	20[1]	72	47
La Jolla [12]	92 (381)	60	*	*	86	63

*Not applicable
[1] Grade 7

Table 21 shows for which indicator(s) schools were selected for the profile in Appendix B. Schools were selected based on ranking in the top three on any of the four indicators listed in Table 21. An exception occurred for CLAS comparison groups for elementary schools, in which case the top six schools were included. The profile depicts school performance on CLAS, ASAT, and school grades.

TABLE 21
SCHOOL RANKINGS ON ACHIEVEMENT INDICATORS

	CLAS Comparison Group Rank	District School Rank	Hispanic Group Rank	African American Group Rank
Elementary Schools				
Clay			✓	
Florence				✓
Grant				✓
Jerabek	✓	✓		
Juarez	✓	✓		
Longfellow				✓
Mason			✓	
Spreckels	✓		✓	
Sunset View		✓		
Tierrasanta	✓			
Torrey Pines	✓	✓		
Webster	✓			
Middle/Junior High Schools				
Challenger	✓		✓	
Correia				✓
Deportola		✓		✓
Mann	✓			
Muirlands		✓		
San Diego SCPA		✓	✓	✓
Taft			✓	✓
Wilson	✓			
High Schools				
Gompers	✓			
La Jolla	✓	✓	✓	✓
Mira Mesa				✓
Point Loma		✓	✓	
San Diego SCPA	✓	✓	✓	✓

SUMMARY OF FINDINGS

Teachers' Beliefs

About two-thirds of teachers responded that the same content should be taught to all students; about one quarter disagreed with this statement. Just over one-half of the teachers indicated that the same learning expectations are held for all students; approximately 42% of teachers disagreed with the statement.

A majority of teachers indicated strong agreement that instruction should require all students to study literary works in depth and that extended works should be read as supplements to class work. Additionally, almost all teachers agreed that a variety of cultural perspectives should be presented.

When all components of language arts skills are considered together, most teachers are in agreement that instruction best occurs within the context of whole works of literature.

Teachers overwhelmingly agreed that students should regularly experience the recursive stages of the writing process and that their writing should have variety of audience and purpose as tested by CLAS-like assessments. With similar agreement, teachers indicated that students need opportunities to develop oral language through a variety of means.

A vast majority of teachers expressed agreement that students need opportunities to answer open-ended questions, that teachers should model strategies, and that flexible, heterogeneous ability groups should be used as part of a variety of grouping strategies.

Fewer than one-half of the teachers surveyed agreed that the district program is aligned with their preferred teaching goals or that they are seeing many positive outcomes for their students as a result of the district program.

Instructional Practices

About 75% of teachers reported that they routinely or often presented the same curriculum to all students and that all students use the same core materials.

In the area of skills instruction, about 70% of teachers indicated the vocabulary studied routinely or often came from the literature students read. About 60% of teachers indicated that phonics and cueing systems were routinely or often taught within the context of reading and writing, and a similar percentage reported that they routinely or often taught grammar through direct instruction. Also, about 60% indicated that conventions of English were routinely or often taught in the context of students' own writing.

Over 80% of teachers reported that students routinely or often received instruction in all the language arts — listening, speaking, reading, and writing — and that this occurred through the study of core works. More than 70% of teachers reported that themes were used routinely or often to integrate language arts instruction.

About 80% of teachers responded that students routinely or often write for various audiences and purposes. Additionally, about three-quarters indicated that students routinely or often use the writing process.

Teachers overwhelmingly agreed that they routinely or often model strategies for composing and comprehending. About 85% of teachers indicated that students are routinely or often given the chance to negotiate meaning from works by answering open-ended questions. A large majority of teachers reported that students learn to contribute in groups and that a variety of grouping strategies is employed.

About three-quarters of teachers indicated that they routinely or often use a variety of what might be termed "best practices" literature strategies. These include use of reading materials representing a variety of genres, levels of difficulty, topics, and cultures; engaging students in artistic and interpretive activities related to the theme of a literary work; setting a purpose before reading; exploring works in depth; and writing about or discussing the critical issues of literary works.

Teachers reported being at schools which continue to strive for full implementation of the district English/language arts program. Additionally, they indicated that at their sites, there were instructional leaders knowledgeable about the district program. Respondents indicated that there was direction from administrators for site level inservices, purchase of literature sets, and grade level meetings. Two areas for which teachers indicated less direction by administrators were classroom observations and peer coaching.

Of the listed instructional materials on the survey, elementary teachers indicated they most routinely used "Reader's Corner" and core literature sets from IMC. The current district spelling program, whole works of literature, Writer's Corner, Activity Book, class set from the Readers' Library titles, and teachers' guides accompanying core literature sets also had relatively high percentages of teachers indicating routine use. Secondary teachers reported routine use of only a few materials listed on the survey, and they were not overly enthusiastic about the effectiveness of most of the materials. They indicated routinely or often using core literature sets, whole works of literature, and a teacher-created vocabulary program.

There seems to be some disagreement among staff about their knowledge and implementation of performance-based assessments. They expressed relatively less knowledge about the assessment formats compared to their level of implementation of the assessments. The types of assessment they are using routinely include holistic scoring of student writing, portfolios, observable behaviors, district guidelines for report card ratings, and informal observations.

Collaboration with fellow teachers and conferences were the two staff development activities most highly attended, and they were also the two most frequently rated as being "very important." The inservices held at the time of the Language Arts adoption, county workshops and inservices, and specific language arts staff development also received "very useful" ratings from relatively high percentages of attendees. About one-third of teachers reported attending district Discover classes, but most rated the classes as being only "somewhat important" to language arts instruction. One-third of the teachers indicated neither membership in professional organizations nor use of professional magazines and published research. Of those who reported using these resources, however, the relative rating as "very important" was quite high compared to other forms of professional development.

Teachers had least interest for staff development regarding the state framework and state task reports. Opportunities based on language arts research and strategies had relatively high expressions of interest.

Comparison With 1993 Survey Results

In most instances, there were not marked differences in 1995 teacher responses compared to the responses from 1993. For the language arts program and classroom practice, teachers reported higher agreement that they were implementing what might be termed "best practices" and that they were more routinely using these practices. In general, the higher percentages of agreement and routine use ranged from 10% to 15%. The only area of classroom practice for which fewer teachers in 1995 (10%) reported routine use was for temporary pull-out groups.

Fewer teachers in 1995 agreed that there was language arts instructional support at their sites. In most cases, about 15% to 20% fewer teachers agreed that there was continued support for the district program or that there was site level direction for activities in support of the language arts program.

For instructional materials, more elementary teachers in 1995 reported routine use of many of the available resources and decreased use of two. Two materials noted for higher routine use were "Class set from the Readers' Library titles" and the "current district spelling program" at 19% and 25% respectively. A relatively higher percentage of teachers (25%) in 1995 also rated the Readers' Library titles as very effective.

Teachers in 1995 reported less familiarity with language arts, performance-based assessment formats and less agreement that the district report card is aligned with the district language arts curriculum. Despite less familiarity with performance-based assessments, 12% more teachers agreed that they felt prepared to administer performance-based assessments. Fewer teachers, ranging in percentage from 10% to 25%, reported routine use of six assessment types, many of which are part of performance-based assessment.

No clear patterns emerged regarding participation in staff development opportunities; however, lower percentages of teachers in 1995 expressed interest in staff development opportunities for teaching students with special needs or incorporating instructional activities aligned with performance-based assessment in language arts.

CONCLUSIONS

1. Teachers at the schools identified for high achievement in reading, in general, hold beliefs that are reflective of what one might expect in a model language arts program. They expressed strong agreement with using many practices such as studying literary works in depth, instructing within the context of whole works of literature, requiring students to regularly experience the recursive stages of the writing process, and providing opportunities for students to answer open-ended questions.

2. A slight majority of teachers agreed that they hold the same learning expectations for all students, and a minority agreed that the district language arts program was aligned with their preferred teaching goals or that they were seeing many positive outcomes for their students as a result of the district program. These three results warrant attention to determine the reasons and then implementation of a plan of corrective action.

3. No one teaching strategy appears to be critically decisive in achieving the reading results which were responsible for inclusion of the selected schools. It may be that the combined utilization of a number of strategies on a routine basis is primarily responsible for the high reading achievement. Additional support for this conclusion arises from the fact that the teachers surveyed for this study, compared to those who responded to the

1993 Language Arts Evaluation, indicated a higher level of agreement that they routinely used a number of language arts instructional strategies that may be termed "best practices."

4. Teachers need more training and knowledge in the use of performance-based assessment formats. They expressed a higher level of implementation compared to their level of preparedness to implement the assessments. Compared to 1993 teachers, teachers at the schools with high achievement in reading expressed lower interest in staff development opportunities aligned with performance-based assessment in language arts. It may be that the absence of direction around performance-based assessment at the state level has decreased the desire of teachers to participate in related staff development.

5. There were some areas in which teachers agreed there was good site support for the language arts program, but additional support should be provided to enhance opportunities for classroom observations and peer coaching.

RECOMMENDATIONS

1. Encourage instructional leaders (e.g. principals) to determine how closely teachers' instructional practices are aligned with the district program, and then take appropriate steps to correct any misalignments.

   Rationale. Fewer than one-half of survey respondents reported alignment on this critical issue. The challenge, then, is to bring both teacher and district goals and instructional practices into alignment after defining and/or articulating those deemed appropriate. Positive outcomes for students are more likely to occur if all district teaching staff and the district are working together to improve reading achievement.

2. Encourage the district's instructional leadership to address the teachers (42%) who hold differential expectations for some students or groups of students.

   Rationale. Just over one-half of teachers agreed that they hold the same learning expectations for all students. For the others, it should be determined which factors (e.g. the district's full inclusion policy, classroom configuration, interpretation of "same learning expectations," etc.) influenced responses to this question. The direction of the inconsistent expectations could be harmful to particular groups of students. For example, different teacher expectations may have implications for those with learning disabilities, those with special education status, or those in African American or Hispanic ethnic groups.

3. Offer language arts assessment inservice opportunities to increase teacher knowledge of performance-based assessment strategies.

   Rationale. Teachers reported relatively high implementation of performance-based assessment strategies but somewhat lower percentages of familiarity with and preparedness for their implementation. It may be this lack of knowledge and preparedness that resulted in a lower percentage of teachers — compared to the percentage implementing performance-based assessments — that indicated they were teaching students how to perform tasks used in performance-based, integrated language arts assessments.

4. Provide incentive or compensation that allows or requires teachers to participate in appropriate language arts staff development opportunities aimed at improving students' reading achievement.

   Rationale. Teachers reported rather low participation in many staff development activities other than conferences and collaboration with fellow teachers. Full participation by all teachers in appropriate staff development activities offers more promise of increasing reading achievement.

5. Investigate offering courses through the district Discover classes that address instructional practices for language arts instruction, or develop a strategy to influence the course content and instruction of teacher preparation institutions.

   Rationale. Teachers indicated a lack of participation in many applicable staff development opportunities, and those in which they participated, in most cases, received low ratings for being important in influencing language arts instruction.

6. Teachers should use a variety of grouping strategies for language arts instruction, and the district should support teachers in acquiring skills to effectively use these different grouping strategies.

   Rationale. Teachers reported using, for different purposes, whole-class groups at times and pairs or other smaller groupings at other times. The smaller groupings replicate the structure used for most performance assessments, and experience in this structure should translate into better performance when performance-based assessments are administered.

7. Disseminate the findings of this report so that other school staffs, after reflecting on their own language arts instructional practices, can consider modifying their practices or adopt new strategies not previously used.

   Rationale. The instructional practices teachers involved in this study reported they were using preceded the CLAS testing and subsequent results on which schools for this study were selected. Therefore, these instructional strategies were likely, at least in part, responsible for the high CLAS achievement relative to statewide comparison groups.

APPENDIX A

TEACHER SURVEYS

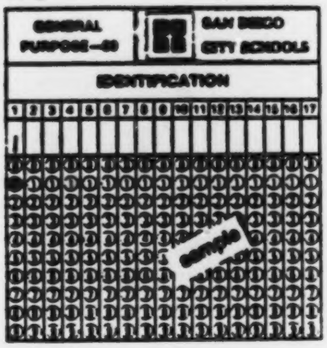
SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Assessment, Research, and Reporting Team

ENGLISH/LANGUAGE ARTS FOLLOW-UP EVALUATION ELEMENTARY STAFF SURVEY FORM A

Directions: Please use a number 2 pencil to fill in the bubbles on the answer sheet. Please do not put your name on this survey or on the answer sheet.

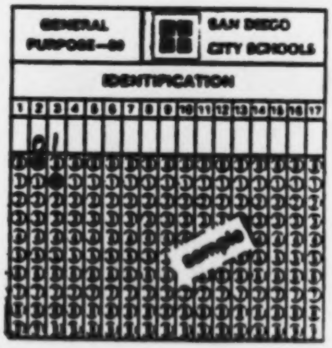
A. In BOX 1 of the "IDENTIFICATION" area, enter the number which corresponds to the form of the Elementary Staff Survey you have been given. Darken the corresponding circle below the number you entered.

1 = Form A
2 = Form B


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
sample

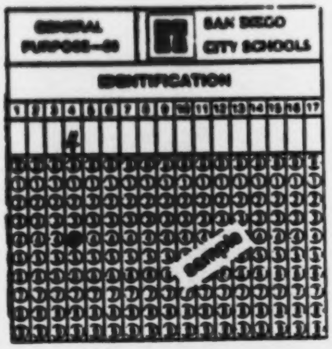
B. In BOXES 2 and 3 of the "IDENTIFICATION" area, enter the numbers from below which identify the grade level(s) you teach. Please darken the circles containing the numbers directly below the numbers you entered.

00 = Kindergarten
01 = Grade 1
02 = Grade 2
03 = Grade 3
04 = Grade 4
05 = Grade 5
06 = Grade 6 Elementary
07 = Grade 6 Middle Level
08 = Grade 7
09 = Grade 8
10 = K-1 Combination
11 = 1-2 Combination
12 = 2-3 Combination
13 = 3-4 Combination
14 = 4-5 Combination
15 = 5-6 Combination
16 = Primary Multi-grade (K-3)
17 = Upper Multi-grade (4-6)
18 = K-6 Multi-grade class


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
sample

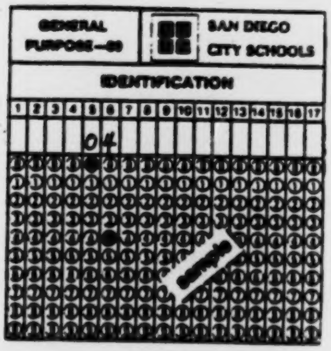
C. In BOX 4 of the "IDENTIFICATION" area, enter the number from below which identifies the type of class you teach. Please darken the circle containing the number directly below the number you entered.

1 = Regular
2 = GATE
3 = Special Education


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
sample

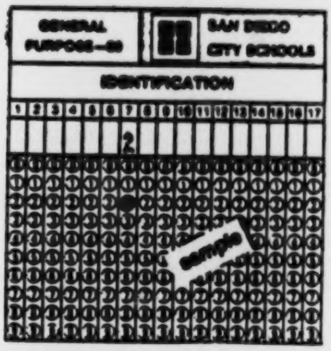
BEST COPY AVAILABLE

D. In BOXES 5 and 6 of the "IDENTIFICATION" area, enter the number of years that you have been teaching. Please enter years as two-digit numbers (Four years=04). Darken the corresponding circles below the numbers you entered.


GENERAL PURPOSE
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
04
sample

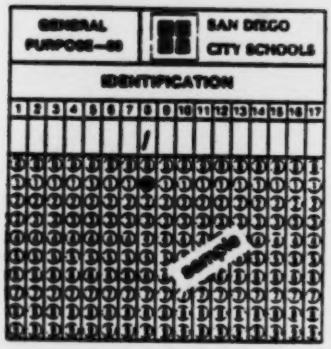
E. In BOX 7 of the "IDENTIFICATION" area, enter the number which indicates whether or not you team teach for language arts. Darken the corresponding circle below the number you entered.

1 = yes
2 = no


GENERAL PURPOSE
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
2
sample

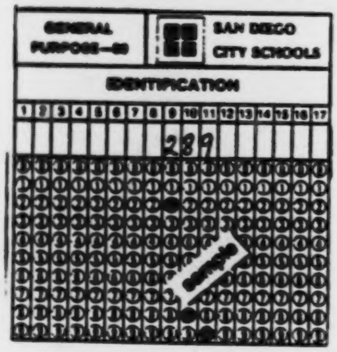
F. In BOX 8 of the "IDENTIFICATION" area, enter the number which indicates whether or not you are in your own classroom throughout the school year. Please darken the corresponding circle below the number you entered.

1 = yes
2 = no


GENERAL PURPOSE
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1
sample

G. In BOXES 9 - 11 of the "IDENTIFICATION" area, enter the number that corresponds to your school site. Please darken the corresponding circles below the numbers you entered.

156	Jerabek
161	Juarez
263	Spreckles
274	Tierrasanta
279	Torrey Pines
289	Webster


GENERAL PURPOSE
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
289
sample

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Part I. LANGUAGE ARTS PROGRAM*

For each of the following statements, indicate whether or not you agree the statement represents sound language arts instruction:

1	2	3	4	5
Strongly disagree	**Disagree**	**No opinion**	**Agree**	**Strongly agree**

Core Program for All Students

1. The same content is taught to all students.
2. The same learning expectations are held for all students.

Literature-Based, Meaning-Centered Instruction

3. Literary works are studied in depth by all students.
4. A variety of cultural perspectives are presented.
5. Extended works are read by individuals or small groups to supplement class work.

Skills

6. Cueing systems (use of syntactic, semantic and graphaphonic cues) and English conventions are taught in the context of meaningful reading and writing activities.
7. New or difficult vocabulary encountered in reading takes on meaning through discussion of literary works.
8. Spelling is studied through meaningful, personalized contexts.
9. Phonics instruction is not artificially forced but naturally occurs during a variety of language arts activities.
10. Written language skills are developed primarily from what students write.
11. Conventions of language are taught through direct instruction.

Integrated Curriculum

12. Listening, speaking, reading, writing, and literature are integrated, with each component receiving time and attention.
13. Language arts instruction and activities are linked with a focus (i.e., theme, issue, value, concept).

---

* Part I is adapted from "Teacher Report on the Language Arts Program" by Nancy Kotowski (PACE Research Program, University of Southern California) and Mel Grubb, ed. (Language Arts Department, Los Angeles County Office of Education) and used with permission.

14. The language arts curriculum is integrated through core literature.

15. The study of literature is extended to the content areas of the curriculum.

Writing Process

16. Students regularly experience the recursive stages of the writing process through activities of prewriting, drafting, responding, revising, editing, and postwriting.

17. Students learn various types of writing and write for various audiences and purposes as tested by CLAS-like assessments.

Oral Language

18. Students have opportunities to develop oral language, especially standard English, in formal and informal activities.

19. Students are taught to define, express, and reflect on ideas, respond to others, discover multiple viewpoints, negotiate and find common ground.

Pedagogy

20. Students have opportunities to answer open-ended questions in order to negotiate meaning.

21. The teacher models strategies for composing and comprehending.

22. Flexible, heterogeneous ability groups work together to create group and individual products.

23. Reading instruction includes partners, small groups, and whole class groupings.

24. Groupings for skills instruction include temporary pull-out groups.

Literature Strategies

25. Before reading or interacting with a literary work, the teacher evokes students' interest and connects them personally with the work.

26. Students explore the work in-depth through reading and interacting with it and through discussion of the abstract ideas, concepts, and ideals encountered.

27. Interaction with the work is followed by activities that help students pull thoughts together to reflect on how the work relates to them and to society.

28. The classroom is rich in reading materials that represent a variety of genres, levels of difficulty, topics, and cultural perspectives.

Assessment

29. Aligns with what students are expected to learn.

30. Relies upon on-demand, curriculum-embedded and portfolio assessments.

LEP Students

31. Are provided concept development at a rate comparable to that of English-speakers.

32. Are provided materials in their native language.

District English/Language Art Program

33. The district's English/language arts program is closely aligned with my preferred teaching goals.

34. I am seeing many positive outcomes of the district's English/language arts program with my students.

Part II. LANGUAGE ARTS CLASSROOM PRACTICE

Review the statements below in light of your own language arts instruction. For each item, indicate how frequently you use the practice in your own classroom.

1	2	3	4
Rarely or never used	**Sometimes used**	**Routinely used**	**Not applicable**

35. Reading materials representing a variety of genres, levels of difficulty, topics, and cultures are available in the classroom.

36. The entire class studies the same literary work in depth.

37. Students are taught how to use cueing systems through their reading of literature.

38. Grammar is taught through direct instruction.

39. After reading a literary work, students engage in artistic and interpretive activities related to its theme.

40. The same curriculum is presented to all students.

41. Students learn about many different cultures through literature.

42. Students study spelling words selected from their own writing.

43. Students learn to contribute in group settings.

44. Students engage in oral language both formally and informally.

45. Students receive instruction in all the language arts — listening, speaking, reading, and writing.

46. Students have opportunities to answer open-ended questions.

47. All students use the same core materials.

48. Phonics is taught in the context of literature and writing.

49. Themes are used to integrate language arts instruction.

50. Students learn listening, speaking, reading, and writing through the study of core works.

51. Students use the writing process.

52. The vocabulary for study comes from the literature students read.

53. Students are tested on written and oral work.

54. Students write for various audiences and purposes.

55. Conventions of English are taught in the context of students' own writing.

56. Strategies for composing and comprehending are modeled for students.

57. Students work in flexible, heterogeneous groups.

58. Students choose works of literature that relate to units or themes in other subject areas.

59. Reading is taught in whole-class groupings.

60. Temporary pull-out groups are used for skills instruction.

61. Classroom tests reflect what students have been taught.

62. A purpose is set for students before reading.

63. When reading a literary work students have the opportunity to explore it in depth.

64. Students choose works of literature that relate to core works read in class.

65. Reading is taught in small groups.

66. Students are paired for reading instruction.

67. After reading a literary work, students have opportunities to write about or discuss its critical issues.

Part III. INSTRUCTIONAL SUPPORT

Indicate whether or not you agree with the following statements:

1	2	3	4
Strongly disagree	**Disagree**	**Agree**	**Strongly agree**

68. At my school there has been a continued press for full implementation of the district's English/language arts program since the adoption.

69. There are instructional leaders at my school who are knowledgeable about the district's English/language arts program.

Administrators at my school have provided direction in language arts in the areas of:

70. classroom observations

71. site level inservices/staff development days

72. purchase of additional literature sets

73. provision for peer coaching

74. provision for grade level meetings

Part IV. OPEN-ENDED QUESTIONS

Please write your answers in the space provided on the answer sheet. Please attach an additional sheet, if needed.

75. What do you feel you need help with in teaching language arts?

76. What areas would you like to focus on in staff development before the next adoption?

77. How would you characterize your efforts to help all students in your classroom to experience academic achievement in reading/language arts?

78. What are the conditions or circumstances which may be preventing you from achieving success with all of your students?

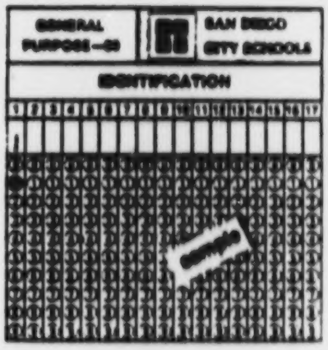
SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Assessment, Research, and Reporting Team

ENGLISH/LANGUAGE ARTS FOLLOW-UP EVALUATION
ELEMENTARY STAFF SURVEY FORM B

Directions: Please use a number 2 pencil to fill in the bubbles on the answer sheet. Please do not put your name on this survey or on the answer sheet.

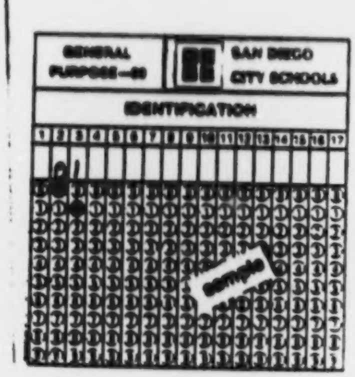
A. In BOX 1 of the "IDENTIFICATION" area, enter the number which corresponds to the form of the Elementary Staff Survey you have been given. Darken the corresponding circle below the number you entered.

1 = Form A
2 = Form B


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
sample

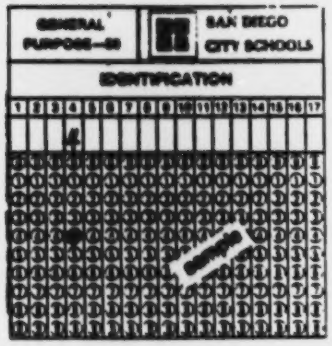
B. In BOXES 2 and 3 of the "IDENTIFICATION" area, enter the numbers from below which identify the grade level(s) you teach. Please darken the circles containing the numbers directly below the numbers you entered.

00 = Kindergarten
01 = Grade 1
02 = Grade 2
03 = Grade 3
04 = Grade 4
05 = Grade 5
06 = Grade 6 Elementary
07 = Grade 6 Middle Level
08 = Grade 7
09 = Grade 8
10 = K-1 Combination
11 = 1-2 Combination
12 = 2-3 Combination
13 = 3-4 Combination
14 = 4-5 Combination
15 = 5-6 Combination
16 = Primary Multi-grade (K-3)
17 = Upper Multi-grade (4-6)
18 = K-6 Multi-grade class


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
sample

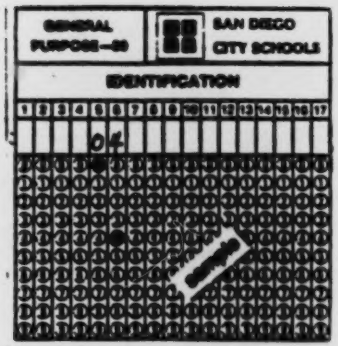
C. In BOX 4 of the "IDENTIFICATION" area, enter the number from below which identifies the type of class you teach. Please darken the circle containing the number directly below the number you entered.

1 = Regular
2 = GATE
3 = Special Education


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
sample

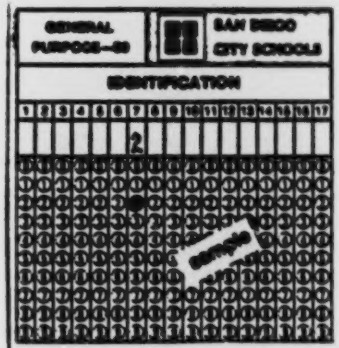
BEST COPY AVAILABLE

D. In BOXES 5 and 6 of the "IDENTIFICATION" area, enter the number of years that you have been teaching. Please enter years as two-digit numbers (Four years=04). Darken the corresponding circles below the numbers you entered.


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
04

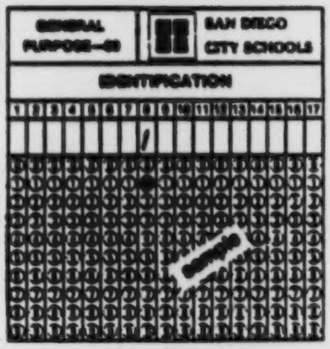
E. In BOX 7 of the "IDENTIFICATION" area, enter the number which indicates whether or not you team teach for language arts. Darken the corresponding circle below the number you entered.

1 = yes
2 = no


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
2

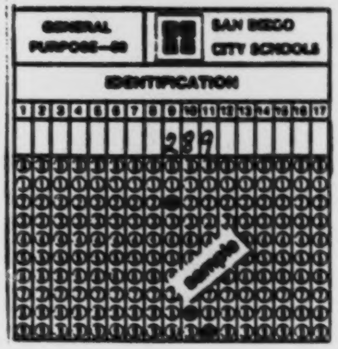
F. In BOX 8 of the "IDENTIFICATION" area, enter the number which indicates whether or not you are in your own classroom throughout the school year. Please darken the corresponding circle below the number you entered.

1 = yes
2 = no


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1

G. In BOXES 9 - 11 of the "IDENTIFICATION" area, enter the number that corresponds to your school site. Please darken the corresponding circles below the numbers you entered.

156	Jerabek
161	Juarez
263	Spreckles
274	Tierrasanta
279	Torrey Pines
289	Webster


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
289

BEST COPY AVAILABLE

Part I. USE OF MATERIALS (Items 1-28)

For items 1-14, indicate how frequently you use each of the following in your classroom:

1	**2**	**3**	**4**
Never or rarely used	**Sometimes used**	**Routinely used**	**Not applicable**

1. Reader's Corner
2. Writer's Corner
3. Comprehension activity sheets
4. Activity Book
5. Literature-Based Phonics Strategies (K-2)
6. Readers' Library (10 titles)
7. Class set from the readers' library titles
8. Alternative to the HBJ series (Please indicate alternatives in the "open-ended questions" section at the end of this survey.)
9. Core literature sets from IMC
10. Teachers' guides accompanying core sets
11. Whole works of literature (vs. excerpts)
12. The current district spelling program
13. The former district spelling program
14. A commercial spelling program

15-28. See instructions below.

For items 15-28, rate the effectiveness of each of the items above (items 1-14) which you indicated you use in your classroom:

1	**2**	**3**	**4**
Not effective	**Somewhat effective**	**Very effective**	**Not applicable**

Part II. ASSESSMENT

Indicate whether or not you agree with the following statements:

1	2	3	4
Strongly disagree	**Disagree**	**Agree**	**Strongly agree**

29. I am familiar with CLAS-like integrated language arts assessment formats (on-demand, curriculum embedded and portfolio).

30. I have incorporated instructional activities in my classroom aligned with those used in the 1994 CLAS integrated language arts assessment (i.e., cooperative learning, personal responses to the text).

31. I have incorporated CLAS-like assessments to assess language arts achievement in my classroom (i.e., on-going performance assessments and portfolios).

32. I feel prepared to administer CLAS-like integrated language arts assessments.

33. The district report card is aligned with the district curriculum in English/language arts.

34. My students are being taught how to perform the tasks used in CLAS-like integrated language arts assessments.

Indicate the frequency with which you use the following assessment forms:

1	2	3	4
Never or rarely used	**Sometimes used**	**Routinely used**	**Not applicable**

35. Holistic scoring of student writing

36. Portfolios

37. Assessment to plan instruction

38. Assessment to evaluate instruction

39. Checklists from HBJ

40. Observable behaviors

41. District guidelines for report card ratings

42. California Learning Record

43. Informal observations

44. Conferencing

45. Anecdotal records

Part III. STAFF DEVELOPMENT AND PROFESSIONAL GROWTH

Indicate whether or not you have participated in the following professional growth opportunities and to what extent they have been important in influencing language arts instruction in your classroom:

1 Have not participated	2 Participated, not important	3 Participated, somewhat important	4 Participated, very important

46. Collaboration with fellow teachers on the English/language arts program

47. The California Literature Project

48. The California Writing Project

49. The California Learning Record

50. Discover classes

51. Conferences

52. Hispanic Reading Project

53. Membership in professional organizations

54. Professional magazines and published research

55. University/college courses

Indicate whether or not you have participated in the following staff development activities and rate the effectiveness of each:

1 Did not attend	2 Attended, did not find it useful	3 Attended, found it somewhat useful	4 Attended, found it very useful

56. Series of six inservices at the time of the language arts adoption

57. New teacher inservice on the district's language arts program

58. County workshops and inservices

59. Language arts staff development

Indicate whether or not you feel you would like staff development opportunities on any of the following topics:

1=Yes **2=No**

60. The content and implications of the state framework and state task reports

61. Language acquisition research on how children learn to read and write

62. Strategies for teaching skills in the context of literature

63. Strategies for teaching students with special needs

64. Incorporating instructional activities which are aligned with the CLAS integrated assessment in language arts

65. Using a variety of grouping strategies for language arts instruction

66. Strategies that address a variety of learning styles

Part IV. OPEN-ENDED QUESTIONS

Please write your answers to the following questions in the space provided on the answer sheet. Please attach an additional sheet if needed.

67. How many core literature works do you use per year?

68. What have you found to be the strengths in using core literature?

69. What have you found to be the problems in using core literature?

70. List all types of supplemental materials (other than district-provided) you use for language arts instruction. Please provide the titles of supplemental series, kits, and workbooks you use.

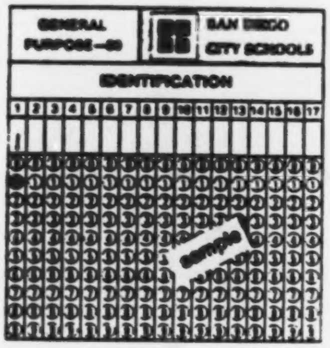
SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Assessment, Research, and Reporting Team

ENGLISH/LANGUAGE ARTS FOLLOW-UP EVALUATION SECONDARY LEVEL STAFF SURVEY FORM A

Directions: Please use a number 2 pencil to fill in the bubbles on the answer sheet. Please do not put your name on this survey or on the answer sheet.

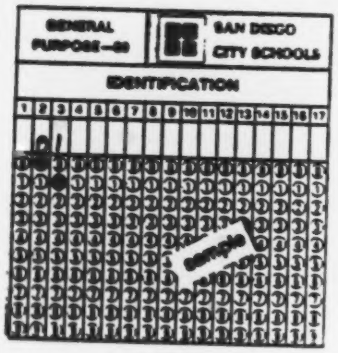
A. In BOX 1 of the "IDENTIFICATION" area, enter the number which corresponds to the form of the Secondary Level Staff Survey you have been given. Darken the corresponding circle below the number you entered.

1 = Form A
2 = Form B


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
sample

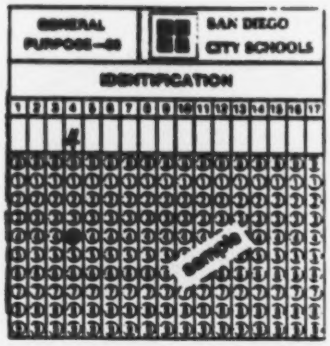
B. In BOXES 2 and 3 of the "IDENTIFICATION" area, enter the numbers from below which identify the grade level you teach. Please darken the circles containing the numbers directly below the numbers you entered. (If you teach more than one of these grade levels, indicate the level of the majority of your classes.)

07 = Grade 6
08 = Grade 7
09 = Grade 8
20 = Grade 9
21 = Grade 10
22 = Grade 11
23 = Grade 12


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
0 1
sample

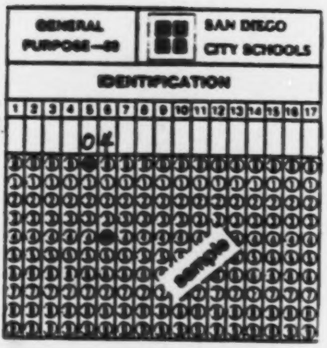
C. In BOX 4 of the "IDENTIFICATION" area, enter the number from below which identifies the type of class you teach. Please darken the circle containing the number directly below the number you entered. (If you teach more than one type, indicate the type of the majority of your classes.)

1 = Regular
2 = GATE
3 = Special Education
4 = Transitional


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
4
sample

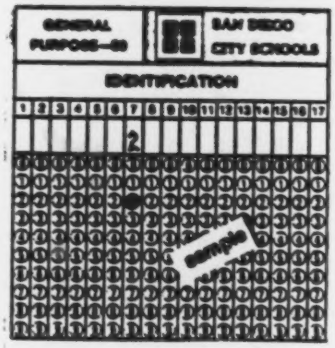
BEST COPY AVAILABLE

D. In BOXES 5 and 6 of the "IDENTIFICATION" area, enter the number of years that you have been teaching. Please enter years as two-digit numbers (Four years=04). Darken the corresponding circles below the numbers you entered.


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
04
sample

E. In BOX 7 of the "IDENTIFICATION" area, enter the number which indicates whether or not you team teach for language arts. Darken the corresponding circle below the number you entered.

1 = yes
2 = no


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
2
sample

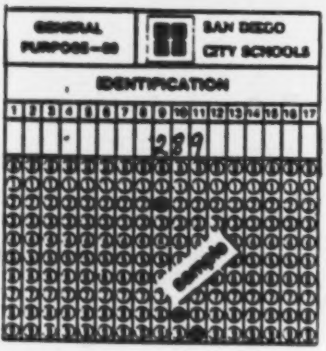
F. In BOX 8 of the "IDENTIFICATION" area, enter the number which indicates whether or not you are in your own classroom throughout the school day. Please darken the corresponding circle below the number you entered.

1 = yes
2 = no

GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
1
sample

G. In BOXES 9 - 11 of the "IDENTIFICATION" area, enter the number that corresponds to your school site. Please darken the corresponding circles below the numbers you entered.

303	Challenger
312	Mann
329	Wilson
342	La Jolla
335	Gompers
368	San Diego SCPA


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
289
sample

BEST COPY AVAILABLE

Part I. ENGLISH/LANGUAGE ARTS PROGRAM*

For each of the following statements, indicate whether or not you agree the statement represents sound language arts instruction:

1	2	3	4	5
Strongly disagree	**Disagree**	**No opinion**	**Agree**	**Strongly agree**

Core Program for All Students

1. The same content is taught to all students.
2. The same learning expectations are held for all students.

Literature-Based, Meaning-Centered Instruction

3. Literary works are studied in depth by all students.
4. A variety of cultural perspectives are presented.
5. Extended works are read by individuals or small groups to supplement class work.

Skills

6. English conventions are taught in the context of meaningful reading and writing activities.
7. New or difficult vocabulary encountered in reading takes on meaning through discussion of literary works.
8. Spelling is studied through meaningful, personalized contexts.
9. Phonics instruction is not artificially forced but naturally occurs during a variety of language arts activities.
10. Written language skills are developed primarily from what students write.
11. Conventions of language are taught through direct instruction.

Integrated Curriculum

12. Listening, speaking, reading, writing, and literature are integrated, with each component receiving time and attention.
13. Language arts instruction and activities are linked with a focus (i.e., theme, issue, value, concept).
14. The language arts curriculum is integrated through core literature.
15. The study of literature is extended to the content areas of the curriculum.

---

* Part I is adapted from "Teacher Report on the Language Arts Program" by Nancy Kotowski (PACE Research Program, University of Southern California) and Mel Grubb, ed. (Language Arts Department, Los Angeles County Office of Education) and used with permission.

Writing Process

16. Students regularly experience the recursive stages of the writing process through activities of prewriting, drafting, responding, revising, editing, and postwriting.

17. Students learn various types of writing and write for various audiences and purposes as tested by CLAS-like assessments.

Oral Language

18. Students have opportunities to develop oral language, especially standard English, in formal and informal activities.

19. Students are taught to define, express, and reflect on ideas, respond to others, discover multiple viewpoints, negotiate and find common ground.

Pedagogy

20. Students have opportunities to answer open-ended questions in order to negotiate meaning.

21. The teacher models strategies for composing and comprehending.

22. Flexible, heterogeneous ability groups work together to create group and individual products.

23. Reading instruction includes partners, small groups, and whole class groupings.

24. Groupings for skills instruction include temporary pull-out groups.

Literature Strategies

25. Before reading or interacting with a literary work, the teacher evokes students' interest and connects them personally with the work.

26. Students explore the work in-depth through reading and interacting with it and through discussion of the abstract ideas, concepts, and ideals encountered.

27. Interaction with the work is followed by activities that help students pull thoughts together to reflect on how the work relates to them and to society.

28. The classroom is rich in reading materials that represent a variety of genres, levels of difficulty, topics, and cultural perspectives.

Assessment

29. Aligns with what students are expected to learn.

30. Relies upon on-demand, curriculum-embedded and portfolio assessments.

LEP Students

31. Are provided concept development at a rate comparable to that of English-speakers.

32. Are provided materials in their native language.

District English/Language Arts Program

33. The district's English/language arts program is closely aligned with my preferred teaching goals.

34. I am seeing many positive outcomes of the district's English/language arts program with my students.

Part II. ENGLISH/LANGUAGE ARTS CLASSROOM PRACTICE

Review the statements below in light of your own English/language arts instruction. For each item, indicate how frequently you use the practice in your own classroom.

1	2	3	4	5
Rarely or never used	**Sometimes used**	**Often used**	**Routinely used**	**Not applicable**

35. Reading materials representing a variety of genres, levels of difficulty, topics, and cultures are available in the classroom.

36. The entire class studies the same literary work in depth.

37. Students are taught how to use cueing systems through their reading of literature.

38. Grammar is taught through direct instruction.

39. After reading a literary work, students engage in artistic and interpretive activities related to its theme.

40. The same curriculum is presented to all students.

41. Students learn about many different cultures through literature.

42. Students study spelling words selected from their own writing.

43. Students learn to contribute in group settings.

44. Students engage in oral language both formally and informally.

45. Students receive instruction in all the language arts - listening, speaking, reading, and writing.

46. Students have opportunities to answer open-ended questions.

47. All students use the same core materials.

48. Phonics is taught in the context of literature and writing.

49. Themes are used to integrate language arts instruction.

50. Students learn listening, speaking, reading, and writing through the study of core works.

51. Students use the writing process.

52. The vocabulary for study comes from the literature students read.

53. Students are tested on written and oral work.

54. Students write for various audiences and purposes.

55. Conventions of English are taught in the context of students' own writing.

56. Strategies for composing and comprehending are modeled for students.

57. Students work in flexible, heterogeneous groups.

58. Students choose works of literature that relate to units or themes in other subject areas.

59. Reading is taught in whole-class groupings.

60. Temporary pull-out groups are used for skills instruction.

61. Classroom tests reflect what students have been taught.

62. A purpose is set for students before reading.

63. When reading a literary work students have the opportunity to explore it in depth.

64. Students choose works of literature that relate to core works read in class.

65. Reading is taught in small groups.

66. Students are paired for reading instruction.

67. After reading a literary work, students have opportunities to write about or discuss its critical issues.

Part III. INSTRUCTIONAL SUPPORT

Indicate whether or not you agree with the following statements:

1	2	3	4
Strongly disagree	**Disagree**	**Agree**	**Strongly agree**

68. At my school there has been a continued press for full implementation of the district's English/language arts program since the adoption.

69. There are instructional leaders at my school who are knowledgeable about the district's English/language arts program.

Administrators at my school have provided direction in English/language arts in the areas of:

70. classroom observations

71. site level inservices/staff development days

72. purchase of additional literature sets

73. provision for peer coaching

74. provision for grade level meetings

Part IV. OPEN-ENDED QUESTIONS

Please write your answers in the space provided on the answer sheet. Please attach an additional sheet, if needed.

75. What do you feel you need help with in teaching English/language arts?

76. What areas would you like to focus on in staff development before the next adoption?

77. How would you characterize your efforts to help all students in your classroom to experience academic achievement in reading/language arts?

78. What arethe conditions or circumstances which may be preventing you from achieving success with all of your students?

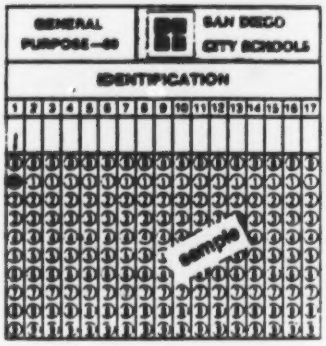
SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Assessment, Research, and Reporting Team

ENGLISH/LANGUAGE ARTS FOLLOW-UP EVALUATION
SECONDARY LEVEL STAFF SURVEY FORM B

Directions: Please use a number 2 pencil to fill in the bubbles on the answer sheet. Please do not put your name on this survey or on the answer sheet.

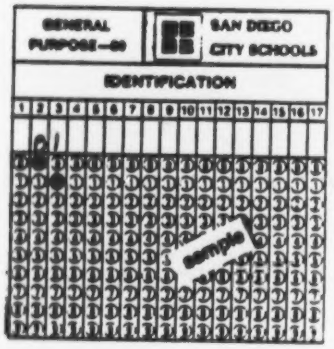
A. In BOX 1 of the "IDENTIFICATION" area, enter the number which corresponds to the form of the Middle Level Staff Survey you have been given. Darken the corresponding circle below the number you entered.

1 = Form A
2 = Form B


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
sample

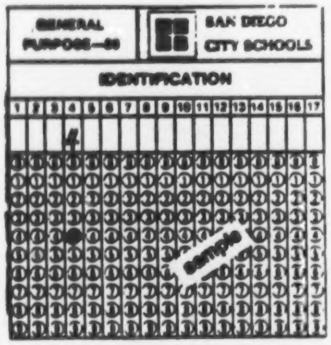
B. In BOXES 2 and 3 of the "IDENTIFICATION" area, enter the numbers from below which identify the grade level you teach. Please darken the circles containing the numbers directly below the numbers you entered. (If you teach more than one of these grade levels, indicate the level of the majority of your classes.)

07 = Grade 6
08 = Grade 7
09 = Grade 8
20 = Grade 9
21 = Grade 10
22 = Grade 11
23 = Grade 12


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
sample

C. In BOX 4 of the "IDENTIFICATION" area, enter the number from below which identifies the type of class you teach. Please darken the circle containing the number directly below the number you entered. (If you teach more than one type, indicate the type of the majority of your classes.)

1 = Regular
2 = GATE
3 = Special Education
4 = Transitional


GENERAL PURPOSE—80
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
4
sample

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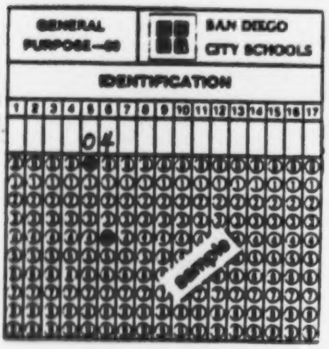
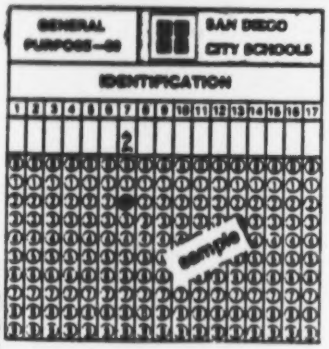
D. In BOXES 5 and 6 of the "IDENTIFICATION" area, enter the number of years that you have been teaching. Please enter years as two-digit numbers (Four years=04). Darken the corresponding circles below the numbers you entered.


GENERAL PURPOSE—60
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
04
sample

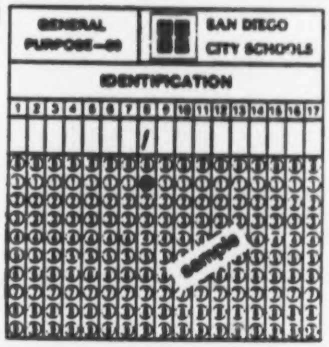
E. In BOX 7 of the "IDENTIFICATION" area, enter the number which indicates whether or not you team teach for language arts. Darken the corresponding circle below the number you entered.

1 = yes
2 = no


GENERAL PURPOSE—60
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
2
sample

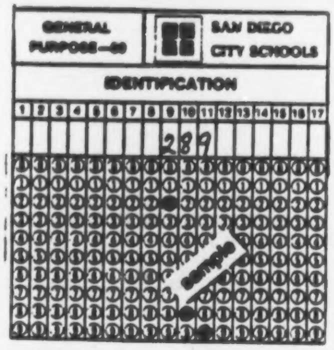
F. In BOX 8 of the "IDENTIFICATION" area, enter the number which indicates whether or not you are in your own classroom throughout the school day. Please darken the corresponding circle below the number you entered.

1 = yes
2 = no


GENERAL PURPOSE—60
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
1
sample

G. In BOXES 9 - 11 of the "IDENTIFICATION" area, enter the number that corresponds to your school site. Please darken the corresponding circles below the numbers you entered.

303	Challenger
312	Mann
329	Wilson
342	La Jolla
335	Gomper
368	San Diego SCPA


GENERAL PURPOSE—60
SAN DIEGO CITY SCHOOLS
IDENTIFICATION
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
289
sample

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Part I. USE OF MATERIALS (Items 1-28)

For items 1-15, indicate how frequently you use each of the following in your classroom:

1	2	3	4
Never or rarely used	**Sometimes used**	**Routinely used**	**Not applicable**

1. *Prentice-Hall Literature* textbook
2. "Reading Actively" feature of the text
3. Activities and assignments in the text
4. Blackline masters which accompany the text
5. Teaching Portfolio accompanying the text
6. *Write Source 2000*
7. Novel Study Guides
8. Alternative to the *Prentice-Hall Literature* series (Please specify in the space provided on the answer sheet for open-ended questions.)
9. Core literature sets
10. Whole works of literature (vs. excerpts)
11. Parts 1 and 2 of *District Information Teaching Strategies*
12. The current district spelling program
13. The former district spelling program
14. A commercial spelling program
15. Teacher-created vocabulary program

16-30. See instructions below

For items 16-30, rate the effectiveness of each of the items above (items 1-15) which you indicated you use in your classroom:

1	2	3	4
Not effective	**Somewhat effective**	**Very effective**	**Not applicable**

Part II. ASSESSMENT

Indicate whether or not you agree with the following statements:

1	2	3	4
Strongly disagree	**Disagree**	**Agree**	**Strongly agree**

31. I feel prepared to administer CLAS-like integrated language arts assessments.
32. I am familiar with the CLAS-like integrated language arts assessment formats (on-demand, curriculum-embedded and portfolio).
33. I have incorporated CLAS-like assessments to assess language arts achievement in my classroom (i.e., on-going performance assessments and portfolios).
34. I have incorporated instructional activities in my classroom similar to those used in CLAS-like integrated language arts assessment (i.e., cooperative learning, personal responses to the text).
35. My students are being taught how to perform the tasks used in CLAS-like integrated language arts assessments.

Indicate the frequency with which you use the following assessment forms:

1	2	3	4
Never or rarely used	**Sometimes used**	**Routinely used**	**Not applicable**

36. Holistic scoring of student writing
37. Portfolios
38. Assessment to plan instruction
39. Assessment to evaluate instruction
40. Rubrics
41. Informal observation
42. Conferencing
43. Anecdotal records

Part III. STAFF DEVELOPMENT AND PROFESSIONAL GROWTH

Indicate whether or not you have participated in the following professional growth opportunities and to what extent they have been important in influencing language arts instruction in your classroom:

1	2	3	4
Have not participated	**Participated, not important**	**Participated, somewhat important**	**Participated, very important**

44. Collaboration with fellow teachers on the English/language arts program
45. The California Literature Project
46. The California Writing Project
47. Discover classes
48. Conferences
49. Membership in professional organizations
50. Professional magazines and published research
51. University/college courses

Indicate whether or not you have participated in the following staff development activities and rate the effectiveness of each:

1	2	3	4
Did not attend	**Attended, did not find it useful**	**Attended, found it somewhat useful**	**Attended, found it very useful**

52. Series of inservices at the time of the language arts adoption
53. New teacher inservice on the district's language arts program
54. County workshops and inservices
55. Language arts staff development

Indicate whether or not you feel you would like staff development opportunities on any of the following topics:

1=Yes **2=No**

56. The content and implications of the state framework and state task reports
57. Language acquisition research on how children learn to read and write
58. Strategies for teaching skills in the context of literature
59. Strategies for teaching students with special needs
60. Incorporating instructional activities which are aligned with CLAS-like integrated assessment in language arts
61. Using a variety of grouping strategies for language arts instruction
62. Strategies that address a variety of learning styles

Part IV. OPEN-ENDED QUESTIONS

Please write your answers to the following questions in the space provided on the answer sheet. Please attach an additional sheet if needed.

63. How many core literature works do you use per year?
64. What have you found to be the strengths in using core literature?
65. What have you found to be the problems in using core literature?
66. List all types of supplemental materials (other than district-provided) you use for language arts instruction. Please provide the titles of supplemental series, kits, and workbooks you use.

APPENDIX B

READING ACHIEVEMENT INDICATORS

CHALLENGER

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 7-12 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 8 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 7-12 (EQUIV. TO C/B OR ABOVE)	79	53	61	32	38	13	87	63	87	66	68	36	N/A	N/A	72	44

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 8	89	54	86	34	N/A	N/A	84	50	91	59	97	58	N/A	N/A	89	55

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	84	62	38	81	46	19	67	33	33	82	68	50	86	65	37	71	47	32	73	56	33	89	68	44

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

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CLAY

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	65	25	68	28	100	N/A	N/A	N/A	33	33	63	25	56	11	74	29

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	88	31	100	40	N/A	N/A	N/A	N/A	N/A	N/A	72	43	N/A	N/A	84	28

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	80	45	20	42	33	N/A	N/A	N/A	N/A	100	100	100	100	N/A	N/A	88	50	N/A	100	33	N/A	92	50	33

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

CORREIA

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 7-8 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 8 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 7-8 (EQUIV. TO C/B OR ABOVE)	76	48	51	21	86	50	84	53	70	30	74	41	N/A	N/A	81	58

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 8	84	48	75	36	N/A	N/A	100	70	N/A	N/A	73	32	N/A	N/A	94	63

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	85	65	39	72	33	8	89	78	44	100	100	33	80	60	27	67	44	18	100	100	50	95	78	55

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

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DEPORTOLA

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 6-8 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 8 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 6-8 (EQUIV. TO C/B OR ABOVE)	89	68	79	41	86	29	96	83	94	87	72	38	N/A	N/A	93	76

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 8	93	61	75	50	N/A	N/A	96	75	100	64	84	28	N/A	N/A	96	68

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	87	63	44	83	48	13	33	33	33	100	91	82	50	30	10	68	30	11	75	50	38	94	74	56

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

FLORENCE

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE))	71	25	70	20	50	50	N/A	N/A	100	100	71	19	100	N/A	71	29

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	96	25	100	43	N/A	N/A	N/A	N/A	N/A	N/A	100	20	N/A	N/A	N/A	N/A

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	75	50	33	67	67	33	N/A	N/A	N/A	100	N/A	N/A	100	100	100	75	63	38	N/A	N/A	N/A	70	30	20

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

85

84

GOMPERS

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 7-12 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 10 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 7-12 (EQUIV. TO C/B OR ABOVE)	72	47	68	39	100	100	87	71	87	51	63	36	N/A	N/A	82	65

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 10	84	39	87	36	N/A	N/A	86	41	N/A	N/A	71	25	N/A	N/A	84	63

ASAT TOTAL RDG. -1994	School			African Amer.			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	65	42	20	55	28	7	N/A	N/A	N/A	100	60	40	75	25	13	59	35	12	59	35	18	96	87	60

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

GRANT

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
RDG./ENG. GRADES -1995	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	75	38	74	26	N/A	N/A	83	33	67	N/A	61	32	83	17	90	61

CLAS	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
READING - 1994	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	91	49	91	64	N/A	N/A	N/A	N/A	N/A	N/A	83	22	N/A	N/A	94	57

ASAT	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
TOTAL RDG. -1994	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	86	70	45	77	69	38	N/A	N/A	N/A	50	50	50	N/A	N/A	N/A	78	39	22	88	75	25	96	84	60

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

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JERABEK

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
RDG./ENG. GRADES -1995	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	94	80	100	50	N/A	N/A	80	80	100	100	83	67	56	33	98	85

CLAS	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
READING - 1994	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	92	50	N/A	N/A	N/A	N/A	92	62	N/A	N/A	N/A	N/A	N/A	N/A	94	52

ASAT	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
TOTAL RDG. -1994	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	95	73	53	N/A	N/A	N/A	N/A	N/A	N/A	100	100	67	100	100	100	100	33	33	92	25	25	96	79	56

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N/A = Students did not test.

JUAREZ

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	42	11	N/A	N/A	N/A	N/A	100	N/A	N/A	N/A	17	8	50	N/A	57	21

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	100	50	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	67

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	96	64	28	100	N/A	N/A	N/A	N/A	N/A	100	N/A	N/A	100	50	N/A	100	75	25	N/A	N/A	N/A	94	75	38

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

LA JOLLA

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 9-12 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 10 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 9-12 (EQUIV. TO C/B OR ABOVE)	86	63	75	41	84	58	96	85	100	57	67	33	N/A	N/A	93	75

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 10	92	60	79	53	N/A	N/A	90	67	N/A	N/A	86	38	N/A	N/A	96	69

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

LONGFELLOW

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
RDG./ENG. GRADES -1995	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	82	35	71	14	N/A	N/A	N/A	N/A	N/A	N/A	83	33	N/A	N/A	83	41

CLAS	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
READING - 1994	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	89	33	86	50	N/A	N/A	N/A	N/A	N/A	N/A	73	N/A	N/A	N/A	97	41

ASAT	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
TOTAL RDG. -1994	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	82	56	29	56	44	11	N/A	N/A	N/A	100	N/A	N/A	N/A	N/A	N/A	100	73	36	N/A	N/A	N/A	86	50	36

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

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MANN

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 6-8 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 8 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 6-8 (EQUIV. TO C/B OR ABOVE)	77	49	65	33	71	43	89	59	68	44	69	37	N/A	N/A	81	52

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 8	76	35	85	36	N/A	N/A	70	32	N/A	N/A	72	30	N/A	N/A	91	66

ASAT TOTAL RDG. -1995	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	58	34	15	42	19	6	N/A	N/A	N/A	80	60	N/A	80	60	20	46	22	5	71	38	15	72	52	32

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N/A = Students did not test.

MASON

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	75	43	40	20	N/A	N/A	100	40	85	49	75	50	58	37	74	41

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	88	33	N/A	N/A	N/A	N/A	86	33	84	33	80	40	N/A	N/A	92	32

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	85	56	40	53	33	7	N/A	N/A	N/A	83	67	67	90	60	35	80	50	20	100	75	50	92	59	53

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N/A = Students did not test.

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MIRA MESA

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 9-12 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 10 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1994	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 9-12 (EQUIV. TO C/B OR ABOVE)	77	51	66	34	63	21	87	66	78	52	62	33	N/A	N/A	75	47

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 10	81	42	76	40	N/A	N/A	89	48	89	45	81	26	N/A	N/A	76	42

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N/A = Students did not test.

MUIRLANDS

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 6-8 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 8 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 6-8 (EQUIV. TO C/B OR ABOVE)	82	62	77	41	91	64	94	75	67	50	61	39	N/A	N/A	93	75

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 8	92	60	N/A	N/A	N/A	N/A	95	83	N/A	N/A	83	32	N/A	N/A	97	72

ASAT TOTAL RDG. -1995	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	84	71	54	88	56	25	100	100	100	100	100	77	100	100	100	59	29	19	75	75	50	94	90	72

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N/A = Students did not test.

POINT LOMA

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 9-12 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 10 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 9-12 (EQUIV. TO C/B OR ABOVE)	75	50	65	37	48	36	93	72	84	58	69	38	N/A	N/A	81	58

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 10	83	45	78	37	N/A	N/A	100	77	100	44	75	34	N/A	N/A	86	52

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N/A = Students did not test.

SAN DIEGO SCPA

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 7-12 for Mid-year 1995
California Learning Assessment System (CLAS) Grades 8 and 10 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 7-12 (EQUIV. TO C/B OR ABOVE)	91	70	92	64	97	76	95	84	81	63	87	61	N/A	N/A	93	77

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 8	91	55	83	43	N/A	N/A	N/A	N/A	94	59	92	48	N/A	N/A	98	66

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 10	82	52	78	46	N/A	N/A	N/A	N/A	83	58	78	51	N/A	N/A	85	60

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	84	61	41	73	40	19	100	100	100	100	67	N/A	76	53	24	70	52	26	N/A	N/A	N/A	94	76	60

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

SPRECKELS

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	77	48	67	33	N/A	N/A	60	40	N/A	N/A	74	40	100	N/A	85	62

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	93	47	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100	50	N/A	N/A	97	42

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	90	74	51	100	100	100	N/A	N/A	N/A	100	100	100	N/A	N/A	N/A	100	67	17	N/A	N/A	N/A	87	70	47

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

TAFT

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 7-8 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 8 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 7-8 (EQUIV. TO C/B OR ABOVE)	74	45	66	34	75	17	91	73	73	45	66	27	N/A	N/A	73	43

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 8	78	43	72	36	N/A	N/A	78	35	N/A	N/A	72	40	N/A	N/A	84	53

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	78	50	26	76	44	22	50	50	50	91	73	45	71	33	10	72	46	18	74	38	18	84	59	34

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

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TIERRASANTA

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
RDG./ENG. GRADES -1995	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	87	68	75	75	100	N/A	80	70	83	67	75	58	100	50	89	71

CLAS	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
READING - 1994	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	86	45	N/A	N/A	N/A	N/A	90	57	N/A	N/A	86	36	N/A	N/A	86	43

ASAT	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
TOTAL RDG. -1994	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	83	66	39	62	38	8	N/A	N/A	N/A	100	43	43	83	83	50	44	28	17	83	83	50	94	78	47

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N/A = Students did not test.

TORREY PINES

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
RDG./ENG. GRADES -1995	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	75	50	N/A	N/A	N/A	N/A	100	100	N/A	N/A	46	19	N/A	N/A	91	67

CLAS	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
READING - 1994	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	78	52	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37	6	N/A	N/A	100	75

ASAT	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
TOTAL RDG. -1994	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	82	56	30	75	25	N/A	N/A	N/A	N/A	100	100	100	N/A	N/A	N/A	68	26	N/A	N/A	N/A	N/A	92	81	54

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

WEBSTER

Evidence of Reading Achievement
Classroom Reading/English Grades for Grade 3 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 4 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 5 for Spring 1994

CLASSROOM	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
RDG./ENG. GRADES -1995	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADE 3 (EQUIV. TO C/B OR ABOVE)	66	39	61	36	N/A	N/A	N/A	N/A	N/A	N/A	53	33	N/A	N/A	100	60

CLAS	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
READING - 1994	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 4	93	43	91	37	N/A	N/A	N/A	N/A	N/A	N/A	88	38	N/A	N/A	100	50

ASAT	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
TOTAL RDG. -1994	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 5	56	36	9	55	42	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33	N/A	N/A	N/A	N/A	N/A	67	22	11

*Southeast Asian students are combined with Asian students in reports from State Department.
N/A = Students did not test.

WILSON

Evidence of Reading Achievement
Classroom Reading/English Grades for Grades 6-8 for Mid-year 1995
California Learning Assessment System (CLAS) Grade 8 for Spring 1994
Stanford Achievement Test (Abbreviated) Results Grade 7 for Spring 1994

CLASSROOM RDG./ENG. GRADES -1995	School		African American		American Indian		Asian		Filipino/Pac. Isl.		Hispanic		Southeast Asian		White	
	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.	%≥C	%≥B or Equiv.
GRADES 6-8 (EQUIV. TO C/B OR ABOVE)	77	49	69	38	63	25	93	74	85	54	73	43	N/A	N/A	74	45

CLAS READING - 1994	School		African American		American Indian		Asian*		Filipino/Pac. Isl.		Hispanic		Southeast Asian*		White	
	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4	%≥3	%≥4
GRADE 8	77	33	81	33	N/A	N/A	83	38	N/A	N/A	69	25	N/A	N/A	96	60

ASAT TOTAL RDG. -1994	School			African American			American Indian			Asian			Filipino/Pac. Isl.			Hispanic			Southeast Asian			White		
	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3	%≥Q1	%≥MD	%≥Q3
GRADE 7	57	29	11	54	22	7	N/A	N/A	N/A	88	63	50	67	17	17	53	27	9	52	22	6	88	64	28

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N/A = Students did not test.